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ABSTRACT

Divided into four phases, this project in career education includes the following aspects: planning of project policies and activities and securing resource materials; orientation of the school district staff to the project; integration of occupational information, exploration, and career education concepts into the curriculum, identification of potential dropouts, intensive occupational counseling for all junior and senior high school students; and data collection for the final evaluation and dissemination of project materials. Placing more emphasis on counseling in the classroom and bringing the teacher counselor team into a closer working relationship constituted another goal of the project which created change in two major areas: counseling through local and statewide inservice programs, and curriculum through a K-12 program of occupational information, orientation, and exploration. (Author/LAA)

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Career Development Project
and
Bridging the Gap
Between School and Work

Career Education's Growth

September 1973

ED 084473

FINAL REPORT

Project No. 0-361-0159
Contract No. OEC-0-71-0526

K through 12 Project in Career Development and Bridging the Gap Between School and Work : Final Report

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

E. B. Oleson, State Director of Vocational-Technical Education
Robert H. Cockle, Superintendent of Schools and Project Director
Clayton D. Carlson, Project Coordinator

Career Development Project
Watertown Public Schools
435 Tenth Avenue Northwest
Watertown, South Dakota 57201

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The Project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

E. B. Oleson, State Director of Vocational Technical Education
Robert H. Cockle, Superintendent of Schools and Project Director
Clayton D. Carlson, Project Coordinator

Career Development Project
Watertown Public Schools
435 Tenth Avenue Northwest
Watertown, South Dakota 57201

September 12, 1973

PREFACE

Governor Richard Kneip, in a letter to the Career Development Project in April, 1973, said that one of the most hopeful signs in education today is the growing awareness of the importance of integrating career education into our elementary and secondary school curriculum. "Too many young people have had the misfortune of graduating from high school with no career objectives in mind and very little understanding of what the world of work is really like," Governor Kneip pointed out.

"This picture must and is changing. . . your survey results indicate that the Career Education Project is already having a positive impact throughout South Dakota," he added.

Don Barnhart, state superintendent of public instruction, views career education as a critical area whose solution will better be solved through integrated programs, K-12.

"The project in Watertown has assisted greatly in creating an awareness of the importance of an integrated program of career education among the school districts of South Dakota," Dr. Barnhart said in a letter to the project.

The dynamic career education concept needs continual development to become and to remain an integral part of the education process.

Implementing career education in its present state into the total program of the Watertown Public Schools has involved the cooperation of students, teachers, administrators, parents, communities, and agencies. The Project staff is grateful to all who helped make this first thrust in career education a practical and continuing effort.

WATERTOWN PUBLIC SCHOOLS

WATERTOWN, SOUTH DAKOTA 57201

September 13, 1973

Dr. Sidney High, Chief
Exemplary Programs, Contracts,
and Grants Division
U. S. Office of Education
Washington D. C. 20013

Dear Sir:

I am herewith submitting the Final Report of the Career Development Project of the Watertown Public Schools.

Career Education has become synonymous with education in Watertown. It has been accepted by students, faculty, and parents. The community has cooperated willingly with all projects connected with the program. It has been refreshing for many in our community to realize that education for every student is now a goal. Prior to this many felt education was only stressed for the academically talented.

The approach used to instill the Career Education concept in the Watertown Schools has been one of service to the faculty and to the school system. Projects did not interfere with classes but became part of classes. It is my personal feeling that Career Education will be in the minds of our school staff long after the so-called program closes.

It has been a pleasure to watch the introduction of the concept of Career Education in the Watertown Schools. It is an even greater pleasure to see the results. It is not that the schools have changed, it is that the schools have absorbed the ideas and attitudes which have changed. A better system of education has evolved, more meaningful to students and parents, more adaptable to the individual student, and highly acceptable to the community.

The director and staff of the "K-12 Project of Career Development and Bridging the Gap Between School and Work" are to be highly commended for their work in the Watertown Schools.

Respectfully,

Robert H. Cockle

Robert H. Cockle
Superintendent of Schools

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CONTENTS

SUMMARY OF THE REPORT

(A) Time Period Covered 1
(B) Goals & Objectives 1
(C) Procedures Followed 1
(D) Results & Accomplishments 2
(E) Evaluation 4
(F) Conclusions, Implications, & Recommendations 5

BODY OF THE REPORT

(A) Problem Area 6
(B) Goals & Objectives 8
(C) Procedures Followed 14
(D) Results & Accomplishments 25
(E) Program Evaluation 38
(F) Conclusions, Implications, & Recommendations 89

REPORT SUMMARY

A. Time Period Covered

This Final Report of the Career Development Project covers the period from September 13, 1970 through September 12, 1973.

B. Goals and Objectives

The project proposal outlined change in two major areas: an in-service program for the school district's counselors, and counselor training on a statewide basis; and implementation of a K-12 program of career development for all students in the district.

The project was initially divided into four phases. Phase one included in-depth planning of project policies and activities and securing resource materials. Phase two involved orientation of the school district staff to the project preparatory to implementing the various activities. The third phase included integration of occupational information, exploration, and career education concepts into the curriculum. Identification of potential dropouts and intensive occupational counseling for all junior and senior high students also formed a part of the third phase.

The fourth and final phase of the project included data collection for the final evaluation and dissemination of project materials and information. There was an overlap of activities between all project phases.

Individual development is emphasized in the elementary and junior high programs, with more emphasis placed on specific decision-making situations during the final years of high school. An intrinsic project goal is to bring the teacher-counselor team into a closer working relationship, placing increased emphasis on counseling in the classroom.

Project staff members have developed goals and objectives to fulfill the seven original project priorities, outlined in the body of this report.

C. Procedures Followed

The project was designed to meet the full range of needs in the student body -- for the majority who won't finish, or even begin college, and for those who will. Integrating career concepts into the existing curriculum gave more students access to future occupations by creating occupational awareness. The project created change in two major areas: counseling, through local and statewide inservice programs, and curriculum, through a K-12 program of occupational information, orientation, and exploration.

The program was conducted to acquaint pupils with the modern world of work where they see the implications of school subjects for occupational roles, improve self-concepts, upgrade achievement and

aspirational levels, and involve parents and the community in understanding the career development needs of children.

Students learned about jobs in the community from businessmen and workers serving as resource people in the schools. They observed the workings of business and industry through field trips and by hearing people employed in their area of interest discuss their jobs.

Career development wasn't viewed as a single, isolated event in the life of a student, but as a process beginning in kindergarten or earlier and closely tied to individual development. It provided the motivating force for the student who questioned the worth of attending school.

Individual development rather than career selection continued as the emphasis in junior high school, where students explored many kinds of careers through exposure to career clusters. Students built on the career awareness developed in the elementary grades, but the emphasis became much more of a direct correlation between specific disciplines and the world of work.

Career information orientation and exploration was provided all students in grades 7 through 12 through occupational information centers coupled with an effective occupational guidance program. This multimedia approach gave students an opportunity to explore, discuss, and relate their interests and abilities to various occupations. The career education effort has brought about a closer teacher-counselor relationship, with increased emphasis on counseling in the classroom.

Occupational information was integrated into the K-6 curriculum through field trip guidelines, math, reading, art, dramatic, literary and musical curriculum ideas relating to career development; through a revised testing program; and through a study of the career life models of a variety of people. Interest surveys helped students become aware of their growth as individuals. Using eight areas of awareness as a career educational foundation in the six elementary schools made it possible to integrate career education into the curriculum.

D. Results and Accomplishments

Here are the highlights of the results and accomplishments of the three-year project:

- Principals have been charged with the responsibility of maintaining the career education activities that have been implemented in their buildings. Principals were directly involved in planning and implementing the career education model.

- A revised testing program has been implemented, and will be continued and annually evaluated.

- The project's occupational information center in the high school will be continued. Information in a variety of forms is available

to inform students and teachers about work and educational requirements and opportunities.

- A resource center for project materials has been established and will be maintained.

- A Multi-District Career Center has been established, and will continue operation without the use of federal funds. The Center serves 12 schools from nine school districts. This vocational high school was made possible by partial funding from the state's share of exemplary funds. Following this successful approach to career exploration and vocational training, the State Legislature has passed enabling legislation for 20 such schools in South Dakota.

- All elementary and secondary teachers have developed and tested units of study for their respective classrooms that will enrich classroom activities. An elementary curriculum guide has been developed by the project and will serve as the focal point for many career education activities. All activities in the guide were tried and proven in the classroom.

- The tools of many trades are now being used in the classrooms because of career education concepts advanced by the project and purchases made with project funds.

- Junior high students had an opportunity to attend the post-high Lake Area Vocational-Technical School for one week in June. This highly successful program in career awareness, "Exploring Careers," will be continued in future years.

- The Post-High School Opportunities Day is an outgrowth of the project and involves many types of opportunities for high school seniors to explore.

- A homeroom guide for career planning, Decisions for Living, A Guide for Personal Planning, has been developed for use in the senior high school.

- A summer counseling program involving ninth grade students and their parents has been implemented, proven successful, and will be continued. This program for planning long and short range goals for the student is benefitting all parties concerned. This session sets the stage for career planning and high school course selection. It will be continued with local funding.

- Project VIEW (Vital Information for Education and Work) has been piloted by the project and found to be a useful tool if the basic information is supplemented with local information.

- Placement of all students completing their school work has become and will continue to be the goal of the high school guidance department.

- Community response to the efforts of the project has been overwhelming. Resource people have indicated a continual interest in being available. Business and industry have opened their doors in providing work experience and job observation. Sites for field trips have been selected. Slide presentations showing local workers in action have been completed. This phase of the project will be continued.

- The high school curriculum has undergone revision and will be continually evaluated and revised as a partial result of the Career Development Project and the Multi-District Career Center.

- An extensive career awareness program for high school seniors has been developed and will continue. SPACE (Special Program Aimed at Career Exploration) schedules high school seniors with a variety of community resource people from within one of the 12 career clusters.

E. Evaluation

Through experiences within the Watertown schools and community by the evaluation team, certain general conclusions were obtained relating to the Career Development Project as follows:

- Beneficial activities and services for students and staff of the Watertown public schools in particular were provided by the project which were not entirely delineated within the evaluation process as applied and reported herein.

- In accord with the resources available such as time, space, and personnel, the project appeared to be well managed and conducted throughout the three-year life.

- If the project had been planned and viewed as an integral part of the school system rather than an appendage, greater evidence of positive support and significant effects might have been demonstrated. Favorable findings for purposes of the evaluation tended to occur among fourth grade students, elementary teachers, school counselors, counselor participants in the career education workshop, and general community. Findings relating to ninth grade and senior students as well as secondary school teachers were considered "luke warm" for the project by the evaluation team. Distortions due to size of school enrollment may have affected the comparisons between Watertown and the smaller school district. As a consequence, the results were not considered alarming yet were not a basis for positive project support. For the project's goals to have been more effectively reached in a sense of students, the impact on administrators and secondary school teachers should have been correspondingly greater than findings indicated.

In general, the evaluation team was convinced that the Career Development Project had been successful in most efforts and at most levels within the scope of the project intent.

F. Conclusions, Recommendations, and Implications

The increased interest in career education seems to closely parallel a decline in the interest and enthusiasm many young people have toward traditional academic education. Many young people are seeking a more direct entrance into the job market, resulting in decreased college enrollments and more students entering vocational-technical schools and exploratory courses at the high school level.

Career education has become the "in" phrase to describe the approach to redirect our schools to meet the changing attitudes of students and the needs of society.

Quick, simple solutions to the problems broached by career education -- such as those of redirecting the emphasis of our educational institutions -- do not exist. It is not enough to substitute vocational education, occupational information, or career guidance offices for the efforts this project has made. Career education must concentrate on the fundamental purpose of education -- that of preparing students for life. To that end it must be more involved in the development of the decision-making capabilities and processes of the students. It must refine methods to help classroom teachers re-examine their roles and the responsibilities they will have to assume above and beyond the mastery of their subject matter. Administrators, counselors, and teachers need to recognize the potential of career education and guard and foster its development.

A. PROBLEM AREA

The problem area for a career education program was outlined in the original proposal for this project in the summer of 1970:

The Watertown Independent School District is located in a fertile agricultural and lake area of eastern South Dakota.

The city of Watertown with approximately 14,000 persons and the rural area of about 2,500 persons support the district. The rural area encompasses a 20-mile radius of Watertown. Bus transportation is provided for all children in the rural area.

The elementary schools, K-6, are located in seven buildings distributed throughout the city and have an enrollment of 1997 (January 1, 1970). The average pupil-teacher ratio is 1-25 and the facilities are considered very adequate.

The Junior High School, 7-9, has an enrollment of 996 (January 1, 1970). The pupil-teacher ratio is 1-20. A comprehensive program is provided with departmentalization in all areas.

The Senior High School, 10-12, has an enrollment of 1005 (January 1, 1970). The pupil-teacher ratio is 1-22. A comprehensive program is provided and major emphasis is in academic subjects.

The Lake Area Vocational-Technical School, a post-secondary school, was opened in 1965. Enrollment in 1969-70 was 421 students in 14 vocational-technical areas. Instructor-student ratios are 1-16. (More than 600 students were enrolled in 20 areas in 1972-73.)

The Watertown schools K-12, have emphasized the academic program. Every student is given the requirements for entrance into a baccaluareate degree program. Guidance counselors have spent much of their time counseling students into academic areas. With the advent of the post-secondary vocational-technical school has come an awareness of the needs for more emphasis on vocational-technical education in our system.

Specific needs are in the area of the background of our counselors on the Junior and Senior High School level. Our present counselors are academically oriented and tend to think in academic terms. There is a need for a program to help them see the overall benefits of areas other than academics for the school students. In-depth, inservice programs for present guidance counselors are necessary.

The elementary curriculum is designed to glorify the profession. Academics are of prime importance and the worth of work is played down. Again the inservice work with elementary instructors and the introduction of new materials on occupations, other than professions, is needed.

The secondary curriculum includes some work in industrial arts. These have not been popular courses because of their work-related concept. The glamour of the degree overshadows the worth of work. Inservice

education to emphasize the needs of students in all areas of work, the availability of resource materials covering all occupations, and general classes in preparing students for work after high school completions are needed.

Dropouts are not a great problem. However, a certain percentage occur regularly, more from disinterest than from lack of ability. A program designed to encourage enrollment in other than academic pursuit is essential. A followup of dropouts is needed as many could return to school and enjoy the program under proper guidance and counseling.

Work experience while in school should be provided for many students. This again lends credence in relating learning to doing. The city has no college and many areas are open.

All students need an introduction to the many fields of work, both on the professional level and the technical level. Appreciating every area of endeavor is essential.

To culminate the activity of guidance and counseling, direct interest needs to be taken in graduating students or students leaving school. Pupils leaving for further academic work in colleges are presently being adequately covered. Those going into the field of work are ignored. Special preparation such as job placement, apprenticeship programs, post-secondary vocational-technical schools should be given each student.

School should provide an opportunity for each student to secure a background for the world he will live in. A broad experience, an encouragement to consider all areas of enabling him to work for a living, is essential. He should be aware of what is needed for him to succeed in the occupation he prefers, how he would contact the people who provide the type of work he would like, and what his opportunities are in the field. The great variety of opportunities provided in the manpower agencies will be a benefit to him, only if he knows of their existence and knows how to vitalize them.

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Our high schools are still slanted toward the minority who will finish college. Society's educational priorities are leaving a high percentage of its youths vocationally stranded - out of high school (with or without a diploma) to probe an economy that doesn't need them or want them without a skill. They have to get this elsewhere with a new investment of time and money.

Perhaps the most difficult problem facing a teacher is how to relate career opportunities to students in a meaningful way. But it is becoming increasingly apparent that the core of the curriculum must be concerned with the importance of preparing students to make decisions involving future career choices.

B. GOALS, OBJECTIVES

The project proposal outlined change in two major areas: an in-service program for the school district's counselors, and counselor training on a statewide basis; and implementation of a K-12 program of career development for all students in the district.

The project was initially divided into four phases. Phase one included in-depth planning of project policies and activities and securing resource materials. Phase two involved orientation of the school district staff to the project preparatory to implementing the various activities. The third phase included integration of occupational information, exploration, and career education concepts into the curriculum. Identification of potential dropouts and intensive occupational counseling for all junior and senior high students also formed a part of the third phase.

The fourth and final phase of the project included data collection for the final evaluation and dissemination of project materials and information. There was an overlap of activities between all project phases.

Following are the general goals:

A. Develop and implement an inservice program for counselors on occupational counseling to increase their ability to assist non-college bound students.

B. Develop and implement a program of occupational information which will be integrated into the curriculum of the six elementary schools (K-6). The program will be designed to increase student knowledge of the world of work and the application of the curriculum content to the world of work.

C. Develop and implement a program of occupational information, orientation, and exploration for secondary school students (7-12) that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and facilitate them in seeing first hand occupational training programs and workers employed in occupations unfamiliar to them.

D. Develop and implement a program to identify potential dropouts. Those identified will become involved in an intensive program of counseling, training, job placement, and followup whether they continue in school or leave before graduating.

E. Develop and implement work experience, cooperative education, and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.

F. Develop and implement provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school.

G. Develop and implement provisions for intensive occupational guidance and counseling during the last years of school for initial placement of all students at the completion of high school.

Several miscellaneous objectives were developed:

. Secure job opportunities for junior high school special education students.

. Contact and keep in touch with those students who have dropped from school.

. Maintain access to appropriate educational data or document banks, and establish access to other occupational materials through public agencies and private enterprise.

. Maintain a surveillance system which will assist in identifying significant occupational education materials from national sources.

. Disseminate bibliographies, abstracts, and other relevant materials that serve the needs of users on the Career Development staff or faculty members of the Watertown and other South Dakota schools.

. Determine significant information needs of the Career Development staff and of others concerned with career education in South Dakota.

. Establish a feedback system within the school district on the effectiveness of occupational information programs.

. Prepare comprehensive interim and annual project reports and issue special reports to Congressmen and other key officials, and prepare other published materials.

. Prepare slide and tape presentations on the offerings of the Multi-District Career Center and on subjects that will expedite the goals of the project.

. Provide the news media, local and statewide, with news releases and feature articles about career development and about the activities of the exemplary program in Watertown.

The specific objectives of the seven project staff members are given here:

<u>Project Coordinator</u>

. A competent staff will be employed to promote the concept of career education.

. An inservice program of training for the project staff will be maintained.

. Meetings with other school district personnel will be held on a regular basis.

- An inservice program for teachers and counselors of the Watertown School District will be maintained.

- The project will disseminate information on a national basis.

- Statewide inservice programs will be held for other school districts and institutions.

- Education and other organizations in the state will be contacted and kept abreast of project activities.

- Community organizations and resource people will be kept abreast of project activities.

- The project will play a leading role in the regional guidance association.

Senior High Occupational Counselor

- Initial contact will be made with both students and parents through a summer counseling program to provide an important counseling tool throughout high school.

- Coordinate Ohio Vocational Interest Survey (OVIS) and other testing.

- Provide occupational information, orientation, exploration, and guidance to secondary students to increase their awareness of the world of work.

- Provide intensive occupational counseling and guidance during high school for initial placement of students after graduation.

Work Experience Coordinator

- Conduct a senior high school cooperative education program for potential dropouts.

- Participate in the Neighborhood Youth Corps program.

- Seek employer cooperation in providing jobs for students.

- Contact and keep in touch with students who have dropped from school.

- Participate in the overall project goal of providing occupational information, orientation, exploration, and guidance to secondary students to increase their awareness of the world of work.

Occupational Counseling Specialist

- Develop and implement an inservice program for counselors.

- Work with local service clubs as a career education resource.

- Participate in annual regional Post-High School Opportunities Day.

- Conduct a K-12 testing program.

- Provide occupational counseling to students through the Occupational Information Centers in the Junior and Senior High Schools.

Secondary Curriculum Specialist

- Develop the means to help a student design his course selection in senior high school centered around those courses which would best suit his interests and goals.

- Provide an immediate orientation to career clusters to help acquaint student with concepts to be integrated into future curriculum approaches.

- Effectively integrate orientation to all career clusters within the junior high school curriculum.

- Transmit basic information from OVIS test results to teachers to help them identify the interests of their students.

- Promote career education activities in a ten-county area through the framework of the Model Rural Development Program and through the Multi-District Career Center.

- Establish priorities among academic and non-academic skills which all students should be expected to receive from their in-school experiences.

- Re-establish the importance of the teacher's role in the guidance program, with emphasis on career planning assistance.

- Develop the means to expose Watertown students to occupations not necessarily available locally.

- Provide senior high students the opportunity for on-the-job observation of careers in which they are interested.

- Develop a program to coordinate those community resources willing to come into the classrooms of teachers desiring such services.

- Develop outlines geared to thorough integration of occupational information in secondary coursework.

- Re-assess course offerings in senior high based on their relevance to career preparation.

- Ensure that all students are exposed to the basic skills and procedures entailed in applying for a job.

. Develop in-class activities enabling students to perceive the personal pride and worthiness a worker feels toward his job.

. Establish a coordinated program of delivering basic occupational information to students in each senior high class.

. Promote the development of a comprehensive placement service which would be available to senior high students.

. Visit other career education programs and/or innovative secondary schools for the purpose of examining potential ideas which could be adapted for local use.

. Provide an orientation program for incoming seventh and tenth graders to acquaint them with their community to help them adjust to a change in schools.

. Develop "parallel studies" programs in appropriate senior high school courses allowing students to do in-depth study on an individual basis in the specific cluster in which he is interested.

Elementary Curriculum Specialist

. A program of occupational awareness information, including eight areas of awareness of their lifetime targets and geared to the world of work, will be integrated into the curriculum of the six elementary and two parochial schools (K-6) in Watertown.

. Conduct workshops for local and area elementary teachers and principals to acquaint them with career education concepts and generalizations and curriculum materials.

. Use areas of awareness to provide classification for overall instructional objectives for teachers.

. Design an interest survey for sixth grade students to help them see themselves as becoming individuals in their own right.

. Design evaluation instruments for teachers to help determine the progress and direction of the program.

. Recommend two programs: Motor Skills for kindergarten and primary and individualizing instruction for K-6, related to student in-school adjustment.

. Design a field trip reporting book for teachers to point out occupational understandings while on field trips.

. Design interest centers in the Lincoln Elementary School to meet the needs of its pupils, children who do not fit into the routine and activities of their own graded school.

. Encourage videotaping of representative classroom activities as a means of disseminating information.

- List career related books available at most of the elementary schools.

- Organize a curriculum materials distribution center.

- Develop an elementary curriculum guide based on experiences in the Watertown elementary schools.

Information Specialist

- Prepare comprehensive quarterly and annual project reports, issue special reports, and prepare other published project materials.

- Determine significant information needs of the project staff members and other concerned educators.

- Identify audiences for career education information dissemination.

- Disseminate bibliographies, abstracts, project publications, and other relevant career education materials to the project staff, the district staff, South Dakota school systems, and to selected mailing lists nationwide.

- Maintain a surveillance system which will assist in identifying significant occupational education materials.

- Build a library of Educational Resources Information Center (ERIC) documents consistent with the objectives of each staff member.

- Inform South Dakota school districts of available career education services.

- Develop information packets to fill requests for project information.

- Develop an instrument to obtain the reaction of students and parents to the curriculum and activities of the Multi-District Career Center as an aid in program planning and evaluation.

- Develop a library of videotapes on project and school activities for local and statewide use.

- Maintain a surveillance system to help identify significant career education information from national sources.

- Prepare slide/tape presentations concerning project goals and activities.

- Provide the news media with news releases and feature stories about career education and the activities of the exemplary project in Watertown.

C. PROCEDURES FOLLOWED

The seven-member project staff worked with the entire school district staff and extended career education information to ther districts in the area and in the state and to schools in other sections of the nation that requested information.

The staff of the local district (1972-73) consisted of an administrative staff and the following professional staff by areas: 71 in the six elementary schools, 44 in the junior high school, 44 in the senior high school, 14 in the Multi-District Career Center, and 43 in the Lake Area Vocational-Technical School. Several other professionals and aides were employed under Title I and other programs.

The program was conducted to acquaint pupils with the modern world of work where they see the implications of school subjects for occupational roles, improve self-concepts, upgrade achievement and aspirational levels, and involve parents and the community in understanding the career development needs of children.

Students learned about jobs in the community from businessmen and workers serving as resource people in the schools. They observed the workings of business and industry through field trips and by hearing people employed in their area of interest discuss their jobs.

Career development wasn't viewed as a single, isolated event in the life of a student, but as a process beginning in kindergarten or earlier and closely tied to individual development. It provided the motivating force for the student who questioned the worth of attending school.

The project was designed to meet the full range of needs in the student body — for the majority who won't finish, or even begin college, and for those who will. Integrating career concepts into the existing curriculum gave more students access to future occupations by creating occupational awareness. The project created change in two major areas: counseling, through local and statewide inservice programs, and curriculum, through a K-12 program of occupational information, orientation, and exploration.

The program helped students build on their strengths by integrating information about all useful careers into all phases of the curriculum at all grade levels. Elementary students explored their values, attitudes, talents, and interests in relation to the wide range of career and educational options.

Individual development rather than career selection continued as the emphasis in junior high school, where students explored many kinds of careers through exposure to career clusters. Students built on the career awareness developed in the elementary grades, but the emphasis became much more of a direct correlation between specific disciplines and the world of work.

Career information orientation and exploration was provided all students in grades 7 through 12 through occupational information centers coupled with an effective occupational guidance program. This multimedia approach gave students an opportunity to explore, discuss, and relate their interests and abilities to various occupations. The career education effort has brought about a closer teacher-counselor relationship, with increased emphasis on counseling in the classroom.

Senior high students had the opportunity to explore one or more career clusters in depth. A sound knowledge base for making career decisions was built as each student developed his course of study to dovetail with his needs and interest. An overriding goal of the program was to bring occupational choices more into line with career opportunities.

Specific career exploration and training, centered on career clusters, was provided for the past two years in a continuing multidistrict program for more than 400 11th and 12th grade students from Watertown and 11 surrounding communities. Students were bused into the Career Center for two-hour time blocks in eight subject areas.

A program for potential dropouts gave disadvantaged students an opportunity to evaluate their own situation and to begin building a future through specialized study and work experience.

Occupational information was integrated into the K-6 curriculum through field trip guidelines, math, reading, art, dramatic, literary and musical curriculum ideas relating to career development; through a revised testing program; and through a study of the career life models of a variety of people. Interest surveys helped students become aware of their growth as individuals. Using eight areas of awareness as a career education foundation in the six elementary schools made it possible to integrate career education into the curriculum.

Kindergarten children begin to become aware of various jobs in the community. Emphasis on career education as part of the curriculum becomes more intense in the upper elementary grades. Children were stimulated through field trips, audio-visual materials related to jobs, and by playing the roles of workers.

Procedures by Goals

Major program goals and the strategies used in their attainment are outlined here.

Goal A. To develop and implement an inservice program for counselors on occupational counseling to increase their ability to assist non-college bound students.

South Dakota counselors were made aware of the latest methods and materials needed for career counseloring through meetings held for counselors in the region (Lake Area); presentations made by project staff members at Lake Area counselor meetings; summer workshops;

individual staff conferences with counselors; and through dissemination of staff-developed reports and other materials.

Counselors, especially those who attended workshops, were encouraged to be a "catalyst" for career education in their own school. Resource people were also organized through local civic organizations to supplement the efforts of local counselors.

Goal B. To develop and implement a program of occupational information to be integrated into the curriculum of the six elementary schools (K-12). The program will be designed to increase the student's knowledge of the "world of work" and the application of the curriculum content to the world of work.

Teachers followed field trip guidelines set forth in a staff-developed booklet, Career Explorations -- Designs for Field Trip Reporting.

Teachers were asked to present concrete examples of math concepts by using concrete examples of math concepts before presenting the abstract understandings. The traditional testing program was changed to a program felt by counselors to be most helpful in diagnosing children's needs.

Art, dramatic, literary, and musical curriculum ideas and materials were suggested to teachers to incorporate into programs and classroom activities. Life models of a variety of career people were studied by intermediate students.

During the first year of the project, all children in the elementary grades were exposed to at least one 50-minute lesson containing career development concepts presented by a substitute teacher while the regular classroom teacher consulted with the project's elementary curriculum specialist.

A workshop was held to apprise elementary teachers of areas of awareness activities, materials, and career development concepts. A separate workshop was held for elementary principals, and included an overview of activities, materials, and books available for teacher use. A general workshop for all elementary teachers in the multi-district region was held to acquaint them with career education concepts and curriculum materials. A workshop sponsored by Northern State College at Aberdeen was conducted for elementary teachers from Watertown and other areas. Participants were exposed to curriculum, counseling, and career education concepts and materials.

A copy of Schools Without Failure by William Glasser was placed in all Watertown elementary schools.

Videotaping of representative activities as a means of information dissemination was conducted in several elementary classrooms. Photographs of classroom activities were taken to reflect career education activities.

Information packets for teachers containing career education concepts, information on the areas of awareness, and a listing of science-related occupations were used in the elementary schools. Teachers assisted in making a list of curriculum materials in the various subject areas. Project personnel helped the science committee write units to include career concepts.

A listing of the career-related books available in the elementary schools was compiled for teacher and project use. A curriculum materials distribution center for career education materials was formed in the project offices.

Teachers were encouraged to use problem solving and brainstorming activities as well as inquiry approaches.

As an evaluation instrument, teachers were surveyed to determine what direction the project should take and the progress that was made.

A resource person file, a suggested field trip file, and a field trip guideline booklet were developed for the use of elementary teachers. Lesson plans for the elementary schools were arranged by subject.

An interest survey was used in the sixth grade to help students become aware of their becoming individuals with their own preferences and their own unique abilities.

Goal C. The development and implementation of a program of occupational information, orientation, and exploration for secondary (7-12) students that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and enable them to see occupational training programs and workers employed in occupations unfamiliar to them.

Occupational counseling was provided through a senior high school occupational center where students discussed their abilities, interests, personality, and past performance in relation to realistic occupational choices. Students obtained information on occupations by using cassette tapes, films, published materials, and by talking with counselors. Teachers also had access to the materials for presentation to their classes.

Service clubs in the city were made aware of the project, and these groups formed the core of the career resource persons file.

At the beginning of the 1971-72 school year, students entering junior and senior high school were offered a week-long program to orient them to their new level of education. They were introduced to their school's physical facilities, and were made aware of the career counseling services available in their schools.

A student handbook, "Time for Tomorrow--Guide to Career Planning," was developed early in 1972 to help senior high students select courses best suited to their interests and goals.

In-class discussions were held with all ninth grade students to acquaint them with the career cluster concept. A followup to this orientation was held during the 1972 summer counseling program for incoming 10th graders and their parents.

In the fall of 1972 every tenth grade teacher was supplied with information on the highest OVIS (Ohio Vocational Interest Survey) interest areas of each of his students to better help them identify the interests of their students.

"Mini-workshops" were held with selected high school teachers to establish priorities among academic and non-academic skills which all students should be expected to receive from their in-school experiences.

A workshop was held for senior high teachers in the summer of 1972 to let them develop techniques to be used in an expanded home room program. The emphasis was on re-establishing the importance of the teacher's role in the guidance program, focusing on career planning assistance.

Field trips were arranged for ninth grade speech classes to visit heavy industries and packing companies in Sioux Falls during the 1971-72 school year, to expose the students to occupations not available locally. Arrangements were made to provide senior high students the opportunity for on-the-job observation of careers in which they were interested during released time.

A program was developed to coordinate those community resources willing to come into the classroom with those teachers desiring such services.

Department chairmen were employed as consultants in the fall of 1971 to develop the framework for outlines geared to thorough integration of occupational information in secondary coursework. Several teachers worked on specific activities during the summer of 1972 for use in their own classrooms.

To ensure that all students were exposed to the basic skills and procedures entailed in applying for a job, a pilot program was integrated into the ninth grade speech classes, using McKnight & McKnight's Succeeding in the World of Work.

An experimental program was developed for ninth grade English in which students did on-the-job interviews of persons whose jobs they found interesting. The project included students taking photos of their subject, with a student-operated darkroom set up for developing purposes. The purpose was to develop in-class activities enabling students to perceive the personal pride and worthiness a worker feels toward his job.

To promote the development of a comprehensive placement service which would be available to senior high students, a pilot program was developed during the summer of 1972 through the cooperative efforts of

the project, the Watertown Public Schools, the city of Watertown, and the Inter-Lakes Community Action Program.

Information gathering trips were made to several career education programs and innovative secondary schools to examine ideas which could be adapted for use by the local project.

In cooperation with the Lake Area Vocational-Technical School, the project helped develop a program called "Exploring Careers." This program attracted some 250 junior high students during the first week in June, 1973.

A program called "Cop-In" was developed, and 35 students visited 14 eastern South Dakota college and vocational-technical school campuses on three bus tours. The tours were to enable incoming high school seniors to visit a variety of post-high school institutions to become familiar with the campuses and educational opportunities.

A survey was conducted for two years, in cooperation with the Scouts' Explorers program, to help students in grades eight through eleven develop a special interest.

A junior high industrial arts program was designed to provide hands-on experiences for students in as many different areas as possible.

SPACE (Special Program Aimed at Career Exploration) was developed as an alternative to the traditional high school "Career Day". SPACE involved some 130 persons from the community, with students attending one of 12 full day programs at various locations in the community.

The project staff, in cooperation with the school system's counselors, established a K-12 testing program, with tests in the existing program examined for useability.

Goal D. The development and implementation of a program to identify potential dropouts. Those identified will become involved an intensive program of counseling, training, job placement and followup, whether they continue in school or drop out before graduating. The purpose is to reduce the flow of these students into the ranks of the under employed and/or unemployed.

A career development class was conducted for the potential dropouts by the work experience coordinator. Objectives were:

- self evaluation to help the student make personal and social adjustments.
- help students become aware of what employers and society expect of them, and why.
- provide occupational counseling.

- gain teacher support in helping the disadvantaged make school adjustments.

Goal E. The development and implementation of work experience, cooperative education, and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.

Procedures for attaining this goal included cooperating with the Neighborhood Youth Corps in selecting student applicants for summer jobs; seeking employer cooperation in providing jobs to students; and providing time for students to spend a day on the job in an occupation of interest to them.

Goal F. Development and implementation of provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school. Some of these training programs will be very intensive and of short duration.

The Multi-District Career Center was established and provided occupational training and exploration in eight areas to some 500 juniors and seniors from Watertown and 11 surrounding communities during the 1971-72 and 1972-73 school years. The program is continuing with increased course offerings and an expanded enrollment.

Goal G. The development and implementation of provisions for intensive occupational guidance and counseling during the last years of school, and for initial placement of all students at the completion of their schooling.

Two workshops were held for South Dakota high school counselors during the summer of 1971 as part of an inservice training program for counselors in the district and in the state

The inservice program's target was to make counselors as familiar with vocational-technical school, job and apprenticeship training requirements as they are with college requirements. Counselors became familiar with the latest methods and materials needed for career counseling. The activities of the Multi-District Career Center were also among the procedures for attaining this goal.

Miscellaneous Goals. Contact and keep in touch with students who have dropped from school.

These youths were urged to return to school, and through discussion were helped in evaluating their present situation and their futures.

Maintain access to appropriate educational data or document banks and gain access to other occupational materials in public agencies and private enterprise.

Personal, telephone, and mail contacts were made with agencies or individuals concerned.

Maintain a surveillance system which will assist in identifying significant occupational educational materials from national sources.

System involved the use of ERIC materials, the Current Index to Journals in Education, Abstracts of Instructional Materials and Abstracts of Research Materials from the Center for Vocational and Technical Education at Ohio State University, Government Printing Office and other federal and state publications, bibliographies, and through information and materials from other career education projects and schools.

Disseminate bibliographies, abstracts, and other relevant materials that serve the needs of users on the Career Development staff or faculty members of the Watertown and other South Dakota schools.

Information was made available to local staffs as it was acquired, and to users outside of the school district through bibliographies.

TIME SEQUENCE SCHEDULE

October 1, 1970 to November 30, 1970	December 1, 1970 to February 28, 1971	March 1, 1971 to May 31, 1971	June 1, 1971 to August 31, 1971
Hire Project Coordinator	Data collection *	Implement Career Development activities into elementary and secondary schools *	Secure work experience for the disadvantaged *
Hire Project Staff*	Plan Project activities	Contact Outside Evaluators	Inservice training for classroom teachers
Set up office area	Orientation of School District Staff *	Create Vocational Guidance Center in high school	Prepare annual report
Purchase office supplies *	Develop and utilize Advisory Committee *	Intensify guidance program in high school	Self evaluation *
	Contact and work with Service organizations in City *	Identify potential dropouts	Outside evaluation
	Develop method of implementation	Disseminate information and develop method for distribution *	Workshop for Counselors from outside our system
		Plan summer activities	Orientation for 7th and 10th grade students
		Involve and secure community support *	Help develop VIEW materials *
		Individual contact with elementary teachers *	Prepare next years budget
			Secure community resource people

* Denotes activities that carry over into subsequent quarters

Individual contact with secondary teachers * Identify potential dropouts * Followup students who left school last year * Orientation of new school district staff members * Implement new programs 9th grade orientation Elementary Industrial Arts Vocational Subject High School 10th grade English Career planning New testing programs - K-12 Activities at all grade levels Group counseling for disadvantaged students * Develop concept that Career Planning is an "on-going process" Every classroom a guidance center	Community involvement - speakers and tours District staff Advisory committee meet for each subject area * Statewide dissemination of project activities Develop student placement procedures Seminar for personnel from other schools Plan activities and new program for third year of project Reorganize Area Guidance Association	Self evaluation * Place every student upon leaving school * Implement method - using ERIC for classroom teacher * Seminars for personnel from other school districts Produce materials for statewide use *	Outside evaluation * End of year report Inservice training for personnel Prepare next years budget
September 1, 1971 to November 30, 1971	December 1, 1971 to February 28, 1972	March 1, 1972 to May 31, 1972	June 1, 1972 to August 31, 1972

Maintenance of existing program Plan new activities * Prepare school district for last year of Federal Funding Monitor all on-going activities *	Perform 2-year study of students and followup of previous year students Self evaluation of program activities *	Seminars with teachers and counselors from outside school district Inform State agencies	Final report Curriculum information made available for District and State use Dissemination of information continues Complete project - September 12, 1973
September 1, 1972 to November 30, 1972	December 1, 1972 to February 28, 1973	March 1, 1973 to May 31, 1973	June 1, 1973 to September 12, 1973

D. RESULTS & ACCOMPLISHMENTS

What may sound workable in discussions and look good on the drawing board, while essentially a sound and valid proposal, often develops into a maze of complexities through limitations of time and personnel. The process of transposing goals into working realities is honeycombed with adaptations and changes, failures and successes. And some activities which were unsuccessful at the time they were proposed may be entirely successful at another time or place.

Many of the changes brought about by the project have been so subtle and low key that they may not be associated with the project in the thinking of many teachers and administrators. This makes it difficult to determine which goals were transferred intact to the classroom, and this judgment is left to the project's evaluators. But at the outset of the project Superintendent Robert Cockle indicated that if the project changed the direction of the school program by as little as five degrees from its existing course, a considerable impact would have been made.

Superintendent Cockle made the following comments upon returning from a NASE Academy Seminar on Career Education and Manpower Development at Atlanta, Georgia, in November, 1971:

> "Awareness of occupations and the teaching of respect for all occupations on the K-6 level are suggested. Field trips, extensive application of practical everyday life situations, and the ability to relate the K-6 educational program to future occupations must be stressed. The need for basic applications of elementary learning as applied to life situations makes education more important to the student.
>
> "Exploratory programs in grades 7, 8, and 9 are needed, as is a curriculum that is flexible so that students who possess special talents can develop them. A wide variety of experience in all fields is vital for students to recognize their own skills.
>
> "Basic skill training and exploration is needed during high school. During this period students will be able to recognize their abilities and needs and develop them. This type of program demands a revision of our thinking as to required subject matter.
>
> "The high school programs must be adaptable for continuous education and retraining. Recycling of human resources is as important as the recycling of all other resources. We are engaged in a program that is a challenge."

The Results and Accomplishments that follow were achieved with the project's goals in view, balanced by this humanistic statement by Superintendent Cockle.

At the conclusion of the three-year life of the project, the following general accomplishments are noted:

- Principals have been charged with the responsibility of maintaining the career education activities that have been implemented in their buildings. Principals were directly involved in planning and implementing the career education model.

- A revised testing program has been implemented, and will be continued and annually evaluated. The program is designed to be of value to the students, and many of the traditional achievement tests have been discontinued in favor of interest and attitude survey instruments.

- The project's occupational information center in the high school will be continued. Information in a variety of forms is available to inform students and teachers about work and educational requirements and opportunities.

- The occupational counselor responsible for the information, formerly a member of the project staff, will be retained by the school district to continue his counseling activities, with emphasis on the non-college bound student.

- A resource center for project materials has been established and will be maintained. This insures maximum use of career education materials by teachers.

- A Multi-District Career Center has been established, and will continue operation without the use of federal funds. The Center serves 12 schools from nine school districts. This vocational high school was made possible by partial funding from the state's share of exemplary funds. Following this successful approach to career exploration and vocational training, the State Legislature has passed enabling legislation for 20 such schools in South Dakota.

- All elementary and secondary teachers have developed and tested units of study for their respective classrooms that will enrich classroom activities. An elementary curriculum guide has been developed by the project and will serve as the focal point for many career education activities. All activities in the guide were tried and proven in the classroom.

- The tools of many trades are now being used in the classrooms because of career education concepts advanced by the project and purchases made with project funds. These materials will last for an indefinite period of time, and hands-on experiences will continue.

- Junior high students had an opportunity to attend the post-high Lake Area Vocational-Technical School for one week in June. This highly successful program in career awareness, "Exploring

Careers," will be continued in future years.

- The Post-High School Opportunities Day is an outgrowth of the project, and involves many types of opportunities for high school seniors to explore. Colleges, vocational schools, civil services, the military services, the Bureau of Apprenticeship and training, and local employment opportunities comprise the format for this new local and statewide program.

- A homeroom guide for career planning, Decisions for Living, A Guide for Personal Planning, has been developed for use in the senior high school. Jointly developed by the project staff and a teacher committee, this book will be used as a guide for career planning and as a basis for discussion in decision making. Topics include self evaluation, study of values, where to find work, writing a letter of application, the resume, job applications, what's expected on the job, the job interview, what to do following the interview, asking for a raise, how to leave a job, using a checking account, insurance, computing taxes, and managing a budget.

- A summer counseling program involving ninth grade students and their parents has been implemented, proven successful, and will be continued. This program for planning long and short range goals for the student is benefitting all parties concerned. This session sets the stage for career planning and high school course selection. It will be continued with local funding.

- Project VIEW (Vital Information for Education and Work) has been piloted by the project and found to be a useful tool if the basic information is supplemented with local information.

- Placement of all students completing their school work has become and will continue to be the goal of the high school guidance department. An attitude of being of assistance to all students is considered to be of great importance by the project staff. Continuation of this concept, coupled with intensive guidance and counseling, will be conducted by the local guidance staff. They will act as a catalyst in involving teachers and the community in this effort.

- Community response to the efforts of the project has been overwhelming. Resource people have indicated a continual interest in being available. Business and industry have opened their doors in providing work experience and job observation. Sites for field trips have been selected. Slide presentations showing local workers in action have been completed. This phase of the project will be continued.

- The high school curriculum has undergone revision and will be continually evaluated and revised as a partial result of the Career Development Project and the Multi-District Career

Center. Substantial revisions have been made in the offerings of the mathematics and English departments, and to a lesser extent in the social studies department, during the duration of the project.

- An extensive career awareness program for high school seniors has been developed and will continue. SPACE (Special Program Aimed at Career Exploration) schedules high school seniors with a variety of community resource people from within one of 12 career clusters. This program, with some modifications, will be retained by the local district.

Program for Potential Dropouts

This program was begun in the senior high school in the last semester of the 1970-71 school year. Seven students, all identified by school counselors and administrators as potential dropouts, were selected for the program.

The program was established to keep students in school by showing them the importance of a high school education; to provide them an opportunity to gain a more positive attitude about themselves, others, and work; and to provide an employment experience for those who wanted it.

Of the 40 students who participated in the program from its inception to the end of the project, seven dropped from school. Most of the students indicated that they enjoyed the class—the field trips and open discussion in particular—and felt that they benefitted. Most left the class with the attitude that it is important to complete high school and prepare themselves for a job.

Increased self confidence and a better understanding and acceptance of others ranked high in values the students found in the program.

Elementary Curriculum

A program of occupational awareness information geared to the world of work was integrated into the curriculum of six elementary and two parochial schools in Watertown, K-6. Eight areas of awareness and their lifetime targets were involved.

Appreciation-attitudes — self identity; economic awareness — social; beginning competency — economic understanding; decision making — career decisions; employability — employable skills; education awareness — career decisions; career placement; and education identity.

Career dolls were used in the second and fifth grades to develop career awareness and an appreciation for the occupations represented. The career awareness portion of the double dolls featured occupational names, outdated and present occupations, and the concept of the assembly line. All planned portions of this activity were found to be feasible and popular with the children.

The revised elementary testing program consists of a motor perception test in kindergarten and first grade; analysis of learning potential in second grade; Stanford diagnostic test in fourth grade; and analysis of learning potential in grades 4 through 6.

To bring manufacturing and marketing concepts into the curriculum, an instructor in the vocational-technical school was hired to assist the elementary curriculum specialist in with K-6 developmental activities. As a result, an automobile voltage converter was manufactured and marketed by a sixth grade class during the 1972-73 year.

The assembly line concept was demonstrated in the sixth grade when life-size paper doll puppets were manufactured. Students learned about using and caring for tools, small group cooperation and the efficiency of assembly line operation.

A teacher's gude for career education field trips, (Career Explorations--Designs for Field Trip Reporting) was written for this phase of the program, and mathematics curriculum materials (measuring devices, geometric figures, etc.) were purchased. Art, dramatic, literary, and musical ideas were developed into programs at various grade levels. Among these were a first grade community helpers program; a puppet show in the third grade to reinforce a supermarket field trip; a weather and climate show in third grade, integrating seasonal careers; and a play in the fourth grade about the life tasks of a cowboy.

Pre-vocational materials such as electronics, chemistry, and geology kits, erector sets, and steam engines were purchased by the project for the elementary schools. Books, filmstrips, cassettes, and picture study prints were also purchased. These materials have enriched the existing curriculum by introducing a variety of career concepts.

The field trip booklet was written for teachers who need to point out occupational understandings while on field trips. The booklet outlines ten ways to reinforce the field trip experience upon returning to the classroom. The booklet has been included in the ERIC System.

Language arts activities resulted from field trip preparation and followup. Among these were writing correspondence, writing summaries of the experience, drawing pictures of the experience, and spelling with related words. Social studies oriented books were read in connection with the field trips.

The study of famous people in science has been implemented in the sixth grades, and the study of the life models of a variety of career people--e.g. Edison, Lewis and Clark, Ben Franklin--links careers and curriculum. Outgrowth of work in one fifth grade class was a careers in government day where the Governor, the speaker of the State House of Representatives, and the mayor of Watertown participated. Lee Laws' Elementary Guide to Career Education was used as a resource book in the elementary grades because of its amplification of career concepts. Techniques, Notes, Tips, by Proctor was used as a guide to group dynamics in the classroom while using career concepts. Booklets on random

activities for career education was assembled by the elementary curriculum specialist for use in teacher workshops to demonstrate to teachers activities that they might attempt to incorporate in a variety of subject and grade level areas. Teachers wrote a variety of activities showing the correlation of subjects to the existing curriculum. The elementary curriculum specialist helped teachers develop "mini" and "maxi" career education lessons for use in their own rooms. A six-unit elementary curriculum guide has been published, with these lessons forming a part of it. Activities in the guide are designed as to instructional objectives, methods of presentation, the input, the expected level of performance, the output, and the level of performance.

The curriculum guide reflects the awareness philosophy and indicates to teachers where these concepts can be incorporated into the curriculum. It also indicates relevant instructional materials. The guide offers teachers and principals materials and methods to fit their present curriculum. Principals are taking responsibility for implementing career education, and this guide will assist this effort.

Secondary Curriculum

A student handbook, Time for Tomorrow—A Guide to Career Planning, was organized in 1972 to help students gear course selection to career clusters. Senior high teachers generally did not accept the approach of categorizing course offerings according to occupational clusters and the handbook was not revised for use in 1972-73 registration. The handbook was used during the 1972 summer counseling program to help acquaint incoming ninth grade students with the concept of career clusters.

The project cooperated in Project EXCITE (Experience Center for Individual Talent Exploration) geared to extensive curriculum revision at the junior high level. A 1972 summer workshop was held for junior high school faculty members by Dr. Rustad and Dr. Moriarity of the University of South Dakota. Much of the discussion centered on the extent of what should be attempted through Project EXCITE. Disagreement was apparent as to whether suggested revisions should be done within the existing course offerings, or if the course offerings themselves should first be re-examined. Followup meetings planned for the fall of 1972 did not materialize.

An attempt to correlate secondary curriculum activities with the career-related activities of the 4-H program did not materialize because of the lack of cooperation or interest on the part of the local, state, and national 4-H offices.

Senior high teachers exhibited little enthusiasm for a project effort to transmit basic OVIS (Ohio Vocational Interest Survey) test results to them to help them pinpoint interests of their students. With little feedback from the teachers concerning this effort in the fall of 1972, it was not repeated.

An orientation seminar was held for superintendents of the Multi-

District schools in the spring of 1972 to promote career education activities in their schools. Participants had difficulty perceiving how career education could be effectively integrated into the curriculum of a small secondary school. Assistance was given to the Hamlin County School District in drafting a preliminary Title III request for a career-oriented project. A secondary teacher workshop was held in the Clark district in the spring of 1973. Greatest interest in career education among the Multi-District schools seems to have been centered with the Multi-District Career Center, which involves 11 communities in 8 school districts.

The secondary curriculum specialist participated in the activities of the education sub-committee of Model Rural Development, and cooperated in drafting a special Title III proposal for a regional education services office. This would have been built around a comprehensive career education program which would have served 35 school districts in a ten-county area. Funding for the regional center did not materialize, but the inter-district cooperation could have some long range beneficial effects.

During a "mini-workshop" held with selected high school teachers, a preliminary checklist of academic and non-academic hurdles developed. The idea for a student homeroom guide was an outgrowth of this workshop to establish priorities for student classroom experiences. Decisions for Living — A Guide for Personal Planning was designed for use in the senior high homeroom program and should provide the framework for the development of the proposed teacher-centered guidance program. The guide was ready for homeroom use during the 1973-74 school year.

A foundation for developing the homeroom guide was built during a workshop for senior high teachers in the summer of 1972. Administrative support existed for strengthening the homeroom program.

A pilot program was successfully integrated into ninth grade speech classes using McKnight & McKnight's Succeeding in the World of Work. Reinforcement to this exposure, performed to ensure that all students are exposed to the basic skills and procedures needed to apply for a job, is provided through the senior high school homeroom guide, Decisions for Living—A Guide for Personal Planning.

Field trips were arranged for ninth grade students to expose them to occupations not necessarily available locally. Ninth grade speech classes, during the 1971-72 school year, visited heavy industry and packing companies in Sioux Falls. The school district does not have the means to continue this activity without project funding. However, a partial substitute or supplementary activity has been found in scheduled tours of the Lake Area Vocational-Technical School for ninth grade students.

Students in ninth grade English, during the 1971-72 school year, participated in an on-the-job program interviewing persons whose jobs they found interesting. The purpose was to help students perceive the personal pride and worthiness a worker feels toward his job. Students took black and white photographs of their subjects and developed and

printed their own pictures. This program was not continued in subsequent years, but much of the same impact has been achieved through modifications of a study of community heritage in seventh and eighth grade English. The darkroom established for use in the original program is being used in connection with a student-produced junior high school yearbook.

Working cooperatively with the junior and senior high school administrators and guidance counselors, pre-school workshops were held for incoming 7th and 10th grade students in the fall of 1971. They were given an orientation program to acquaint them with their community and to help them adjust to a change in schools. About 60 percent of the students participated in the voluntary program. Activities included small group guidance sessions, orientation to the various departments and their programs, and information tours of the community.

The junior high school program has reverted to an abbreviated orientation to the school, with the community and career aspects eliminated. The senior high program was assimilated into the summer counseling program.

A program for junior high school students called "Exploring Careers" was developed for the first week following the 1972-73 school year to enable students to have experience in a selected vocational-technical area. The program, developed in connection with the Lake Area Vocational-Technical School, attracted a voluntary enrollment of more than 250 students. Positive response from students, parents, and vocational-technical administration and staff members resulted in a recommendation that the program be continued with local funding.

A wide range of proposals were made, discussed, and generally discarded with reference to designing a junior high school industrial arts program which would provide hands-on experiences for students in a variety of areas. The "Exploring Careers" program partially fills this gap.

Few students took advantage of the opportunity for on-the-job observation of careers of interest to them. The high school guidance office coordinated student requests for released time for work observation; strong administrative support existed, and many businesses in the community were willing to cooperate. However, the Multi-District Career Center has developed a comprehensive job observation program for its student body, which includes sizable number from Watertown.

A community resource bank was formed through the efforts of the local Rotary Club. In this case, few teachers took advantage of the possibilities of this program, designed to coordinate those community resources willing to come into the classroom.

The project cooperated with the local Scout executive during the 1971-72 and 1972-73 schools years to help the Scouts develop their proposed special interest on establishing "career posts." A survey was conducted each year of students in grades 8 through 11. The

printout of the 1972 survey provided the project was used as input in the high school guidance office.

The project staff sought alternatives to the traditional high school "Career Day" in order to provide students with more specific information about potential occupations. The community resource bank was considered as an alternative to bring people into the classroom on a more frequent basis. A program called SPACE (Special Program Aimed at Career Explorations) evolved, with some 130 persons from the community participating. Students attended one of the 12 full-day programs, based on 12 career clusters, in a non-school setting. Some 15 percent of the students followed up the program with an individual session with one or more of the program speakers. Though apparently successful, the program required manpower not available through the existing high school guidance office. The program is being continued through the local school district, with the project recommendation that each senior be scheduled for a half day on the job in an occupation of interest to him.

Through a program called "Cop-In" (Career Opportunities for Individual Needs), 35 Watertown high school students visited 14 eastern South Dakota college and vocational-technical school campuses on three bus tours. The program enabled incoming high school seniors to become familiar with the campuses and programs of the various schools. Expenses were absorbed by the project, but efforts were made to keep costs at a minimum, with several of the participating institutions providing food and lodging for the students. Because of the excellent cooperation from the participating schools, such a program could probably be self-financing at a very low cost per student.

A controversial suggestion for academically oriented personnel was that senior high school course offerings be re-assessed based on their relevance to career preparation. A comparison of course offerings between 1971 and 1973 reveals that a number of changes have been made, and though these changes cannot be directly associated with any formal approach to reassessing course offerings. Changes must be subtle and appear to arise from student or teacher demand.

Guidance and Counseling

The exemplary project has provided an opportunity for the local district to devise and implement many innovations in guidance and counseling. The attitude of the regular guidance and counseling staff has been expanded, and a number of group guidance activities — including such topics as registration, drug abuse, law and the courts — have been started.

A summer counseling program has proven successful in the two years it has been conducted. Guidance sessions involving student, parents, and counselor tend to create a positive experience for all parties. The program is designed for tenth grade students and their parents. The major objective is orientation to the senior high school and its curr-

iculum and the counseling services available. Knowledge of these areas helps students realize and achieve maximum personal and academic development.

Students and their parents learn about the occupational, educational, and general information available through the guidance offices. They are briefed on the placement services of the school where assistance is given students for placement on part-time jobs, educational and job placement after graduation, armed services placement, and assistance with recommendations, financial aids, and scholarships.

A revised testing program has been implemented in the school system through the cooperative efforts of the project and the school district's guidance and counseling personnel. The OVIS (Ohio Vocational Interest Survey) has proven to be a worthwhile instrument. Group and individual counseling resulting from the use of the OVIS has increased counselor action and created a new kind of counselor-student relationship. Administration and interpretation of OVIS testing has been the responsibility of the project's occupational information counselor. Edwards personality tests are also given on an individual and group basis by project personnel.

A summer program of career exploration for junior high school students provided the counselors another opportunity to work with students on career choice. The program, called "Exploring Careers," was a hands-on experience conducted in the regular facilities of the Lake Area Vocational-Technical School, with the regular Lake Area staff working with the students in eight occupational areas. Some 250 junior high students took part in the week-long voluntary program in June, 1973.

A guide jointly written by teachers and project personnel for use in the senior high homerooms will help students use the skills developed in career awareness activities to explore alternatives and make potential career decisions. The guide, Decisions for Living--A Guide for Personal Planning, covers the following areas: personal information, individual values, finding a job, letter of application, the application form, preparing a resume, the job interview, handling the job, career planning information, insurance-taxes-financial, and local government.

Project VIEW (Vital Information for Education and Work) has been piloted in the Watertown school system and found to be a workable tool in student guidance.

The traditional college day program has been changed to a post-high school opportunity format, involving many kinds of education, work, and career opportunities. This program has greater appeal and value for all students.

A schedule of tours of colleges and vocational-technical schools (Cop-In) for incoming high school seniors should help the participating students in their college or career choice.

Extensive use is now being made of visual and audio-visual

materials in the guidance departments. Among these materials are those in the senior high school's occupational information center. Information is in the form of books, pamphlets, filmstrips, and cassette tapes from a variety of public and private sources. The atmosphere in the center is comfortable, colorful, and casual. Students are encouraged to stop in and listen, look, and question. An occupational counselor helps students locate and use materials and answers questions or discusses career and educational possibilities. Specific information is secured on request for individual students and faculty members. The center serves as a focal point for providing intensive occupational counseling and guidance during high school for initial placement of students following high school. The flow of students and teachers seeking information through this facility has increased dramatically since it was opened in the spring of 1971.

The work experience coordinator tied the Neighborhood Youth Corps (NYC) program to his program for potential senior high school dropouts in 1971, and participation has continued. This phase of the program will be on-going through the counselor in the Occupational Information Center, who was associated with the project as a staff member and is being retained by the school district as a secondary counselor.

Another aspect of the counseling program that will be continued by the school district is job placement for students. The guidance department seeks employer cooperation in providing jobs for students. This program, begun in 1972, has proved successful as measured by participation and student attitude toward employment. The guidance department will also continue the project-initiated activity of working with vocational rehabilitation counselors to assist in identifying potential recipients of rehabilitation aid and assist them in making application.

Career education has provided both the counselor and the classroom with a common ground in dealing with young people in the decision making process.

Information Dissemination

An ERIC library, begun at the outset of the project, has been expanded to more than 200 titles in both microfiche and hard copy. This is considered the basic library of career education information, and significant new titles were added as they became available.

Computer searches of ERIC titles were conducted for the project through the Boulder Valley, Colorado school district in cooperation with the South Dakota Department of Public Instruction. Some 65 subject searches were conducted for the project at the request of staff members and teachers.

A bibliography of these searches was distributed to all school districts in the state and to all teachers in the local school district. Two other bibliographies on commercially produced curriculum, instructional, and professional materials for elementary and secondary schools

were also produced for local and statewide dissemination.

Some 750 requests for career education information and materials were received from outside the district during the project. These requests were filled by supplying brochures or other specific information about the project, and by supplying curriculum, field trip, or other project-developed materials.

The information specialist determined the information needs of staff members and of others in the system, and a surveillance of career education projects, colleges and universities, and other sources of information useful in a career education program was maintained to identify and obtain new information.

Thirteen mailing lists were maintained by the project, ranging from local news media to a nationwide listing of schools, institutions, and individuals who requested information. Other mailing lists included state legislators, key people in education in the state, and South Dakota school districts.

Local news media gave excellent cooperation in the use of project news and feature stories.

Each staff member played an important part in the information dissemination process by outlining the scope of the local program, together with his specific activities, to the frequent visitors to the project site and to other school systems, colleges, and educator groups in the state. This same kind of information was shared with parents, businessmen, and with other groups in the community. An exchange of career education information resulted from staff visits to career education programs in other states and through project participation in a North Carolina State University career education project.

More than 900 copies of the project's first and second interim reports were sent to public school administrators, colleges, and universities, newspaper editors, and to other selected news media including education journals, other career education programs, Congressmen, state legislators, and to a selected list of public officials, educators, institutions, and associations.

An overview of career education and vocational-technical education in the Watertown school district was presented to the public in a purchased two-page spread of pictures and stories in the local daily newspaper, the Watertown Public Opinion, on December 8, 1972. The information was reprinted in a different size and format as a self-mailing piece. Called the Career Education Panorama, this brochure was distributed to all faculty members in the district; to all schools in the state; to all South Dakota legislators; to an out-of-state mailing list of approximately 300; to all career education projects in the nation identified as exemplary programs; to all newspapers in the state; to all South Dakota colleges and universities; and to federal and state education officials.

An article in Career Education News featured the Panorama, resulting in more than 200 requests for the brochure.

Two other commercially produced brochures were used as general information pieces during the life of the project.

Several instruments used to obtain information for the final project evaluation also served as valuable information dissemination tools. Among these were a questionnaire designed to obtain a view of the statewide impact of the project and to determine career education needs in the state. Sent to school superintendents, it served as a review of the status of career education needs in the state and caused those completing the assessment to analyze the status of career education in their own school system.

Heads of departments of education in South Dakota colleges and universities, state board of education members, the state superintendent of public instruction, and other key figures in education in South Dakota were asked to express their views on career education for the final evaluation. Again, this caused these leaders in education to analyze their positions in relation to today's impetus in career education.

A questionnaire was sent to the 60 participants in the counseling seminars conducted by the project in June, 1971. More than half of these participants responded to the questionnaire, designed to reinforce the career education concepts acquired during the workshops.

The administrators and teachers in three school districts — Castlewood, Clear Lake, and Brookings — were exposed to career education concepts by consenting to the use of certain classes in their schools as control groups for career education testing purposes. Identical tests were given at the same grade levels in Watertown schools to determine the effectiveness of career education methods used with those students.

The project hosted a videotaping seminar in the fall of 1972 which involved 28 people from 19 school districts in eastern South Dakota. The seminar was conducted by South Dakota State University personnel. Videotaping of activities played an important part in career education information transfer among classrooms in the school system.

E. EVALUATION

FINAL EVALUATION OF THE
K THROUGH 12 PROJECT IN CAREER DEVELOPMENT
AND BRIDGING THE GAP BETWEEN SCHOOL AND WORK

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Project No. 0-361-0159
Contract No. OEC-0-71-0526

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August 1973

INTRODUCTION

> "Obviously, a truly viable career education thrust is the responsibility of all educators, preschool through continuing education. The responsibility does not rest soley on the shoulders of vocational educators. If we think it does, the concept will die."[1]

In September, 1972 the Career Development Project in the Watertown Independent School District No. 1, Watertown, South Dakota entered the third and final year as an exemplary project. The kindergarten through 12th grade project was located within a school system which offered a comprehensive elementary and secondary educational program, a multi-district career center (vocational courses at the secondary level) and area vocational technical school (post secondary). Non-public elementary and secondary schools as well as a post secondary private business school were also located in Watertown. Moreover, the Watertown community provided diversity in business and industry.

Throughout the existence of the Career Development Project at Watertown both quarterly and annual reports were prepared and submitted. Process evaluations were conducted by a third party team each year. In addition, a project visitation and management evaluation was conducted by representatives of the United States Office of Education during the second year of operation.

PURPOSE OF THE REPORT

The purpose of this report is to provide an evaluation of the Career Development Project in the Watertown Independent School District No. 1, Watertown, South Dakota for the three-year period (September, 1970 to September, 1973) in which the exemplary project was operated with special emphasis on the third and final year (1972-73). The evaluation report represents a summary assessment because of the comprehensive nature as well as the length of the exemplary project in Career Development.

Background of the Evaluation

Members of the third party evaluation team met at the project site (Watertown) on January 19-20, 1973 for the purpose of receiving oral progress reports from the project staff and planning the final evaluation of the project. The third party evaluation team was composed of the same persons who had participated in the previous process evaluations. These were Dr. Kenneth Bryant, Aberdeen; Laurel Iverson, Springfield; and Dr. H. C. Rustad, Vermillion.

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[1] A statement made by Richard M. Libby, director, Center for Career Education, Central Michigan University in the Phi Delta Kappan, May, 1973, p. 645.

Evaluation Limitations and Assumptions

Beyond limitations in the procedures utilized and the personal expertise of the evaluation team, evaluation team, evaluations were lacking in baseline data concerning students and staff since its beginning in 1970. Although the evaluation team commented on the desirability of collecting baseline data during the first year of operation, the evaluation team began their participation as that first year closed. Further, the fact that the Career Development Project was considered exemplary was also indicative that standardized instruments for collection of appropriate data were not available or in an early state of development. The evaluators recognized that existing student achievement tests were helpful to school personnel in monitoring charges in the traditional curricular areas but were not directly applicable to the project thrust. Since the Career Development Project at Watertown coincided with similar or related efforts in other school systems across the nation, the project staff was able to exchange ideas. However, specific attempts to measure the effects of the project on students and staff were handicapped by the lack of appropriate tools. The previous annual project evaluations represented qualified judgments of the evaluation team based on their observations, interviews, materials reviewed, and available objective data.

The evaluation team identified the following assumptions for the third year evaluation.

1. All activities of the Career Development Project represented the first planned, organized attempt to provide students, teachers, counselors and the community with career materials, information and attitudes in a logical, appropriate sequence.

2. Prior experience concerning careers were seldom planned, cohesive or articulated between school grade levels or other groups but that such randomized activities may have had varying degrees of effect.

3. Successes and failures of the Career Development Project could be identified through the use of locally developed survey instruments on knowledge and attitudes of participating students compared to students in similar grade levels in other school systems where career education was not a planned program. Further, opinions of teachers, counselors and community citizens could assist in the project evaluation.

4. Inventories of career education materials developed and activities implemented which were described in project reports were considered supplementary evaluations.

Procedures and Design of the Evaluation

Procedures for the evaluation of the Career Development Project were as follows:

1. The evaluation team determined groups from which data were to be collected.

2. The evaluation team determined the extent, kinds and/or types of data to be collected.

3. The evaluation team provided specific examples of items to be included within each data collection instrument. (Note: These examples were intended to serve as suggestions for the project staff.)

4. The Career Development Project staff developed drafts of data collection instruments for utilization with each group. The evaluation team requested that the drafts:

   a. contain specific items appropriate to the group from which data were to be collected (age of participants and project expectations for the group).

   b. be brief.

   c. be pencil and paper type instruments (or a telephone interview guide) as indicated by the evaluation team.

   d. include student tests and/or survey inventories for grade levels four, nine and 12 at Watertown and at least one "control" group at each level.

5. The Career Development Project staff conducted a "pilot test" of the instruments for students at the appropriate grade levels in a non-participating school district.

6. Drafts of all instruments were (to be) reviewed and edited by the evaluation team after the "pilot tests" were conducted.

7. The evaluation team re-visited the project site to work with the staff in establishing the final forms of instruments to be used in April.

8. Arrangements for the instruments to be printed in readable form for all participants were completed by the project staff.

9. Arrangements were made to obtain student participants in other school districts at the same grade levels to serve as "control" groups in contrast with the Watertown students, who were considered the experimental groups.

10. The project director, with staff assistance, handled arrangements and distribution of instruments through school administrators and teachers as necessary so that tests and surveys were administered by appropriate personnel with completed instruments to be collected by the project director.

11. Completed student and teacher surveys were to be held by the project director for transfer to the evaluation team according to the plans made.

12. The evaluation team determined and obtained a sampling of student responses collected at each grade level in the experimental and control school districts for purposes of comparison.

Tentative plans for designating control school districts were made during the evaluation team visit on January 19-20; however, changes in the designation of control school districts were made when the team returned to the project site on April 6-7. The student, teacher, and community instruments were finalized on this team visit also. During the interim (between evaluation team visits), the project staff developed other supporting data collection instruments (i.e., a survey of school administrators in South Dakota, letters of inquiry to various opinion leaders in education, and requests for written opinions from Watertown school administrators and project staff members) which were not requested by the evaluation team but were considered helpful for and by the project staff. The project staff developed the drafts of tests and surveys as requested by the evaluation team and conducted a "pilot test" of the student instruments in a school district which was not otherwise included in the evaluation.

The evaluation team, during the January visitation, requested that the project staff collect student data from the following:

Grade Level of Pupil or Student Groups	School Districts	
	Watertown	Control School Districts*
4	X	X
9	X	X
12	X	X

Various "control" school districts were discussed as possible cooperating units with comparability of school enrollment size indicated as a desirable factor. Further, the evaluation team urged that career data be obtained from students in more than one comparison school district for control purposes in relation to the Watertown students.

For these purposes, the project staff obtained permission and cooperation from personnel in two other school districts located in South Dakota. Enrollment data in 1972-73 for the three school districts utilized for evaluation purposes follows:

Grade Level	Student Enrollment in School Districts for 1972-73		
	District "A" (control)	District "B" (control)	Watertown (experimental)
4	67	227	286
9	67	220	335
12	56	221	322
Total K-12	806	2,795	3,800

In addition data for the evaluation was collected from the following groups.

1. Elementary teachers (K-6), Watertown
2. Secondary teachers (Junior and Senior High School), Watertown
3. Watertown school counselors
*4. Counselor participants in Career Education Workshop
5. Watertown Community (parents and citizens at-large)

*The counselors included those from other school districts who had participated in a workshop sponsored by the Career Development Project.

Other facets of the evaluation design were:

1. Project emphases were to be the base for data collected from each student group. In effect this was:

Career Emphasis	Project Grade Levels	Evaluation Survey Group
Awareness	K-6	Grade 4
Exploration	Junior High School	Grade 9
Preparation	Senior High School	Grade 12

In theory, each grade level had been exposed to the Career Development Project for the three years in which the effort was made.

2. Data collection instruments were to be constructed to obtain inventories of student knowledge and/or opinions on career education.

3. Data collection from teachers was to provide an inventory of career education experiences, material development and implementation, and opinions.

4. An inventory of career education experiences and opinions was to be obtained from counselor workshop participants. Further Watertown counselors were to be surveyed as to observations of student behavior, requests, and material utilization relating to career education.

5. Community data collection was to provide a reflection of awareness and opinions on career education held by parents and citizens at-large by means of a random sampling survey. The evaluation team recommended use of a telephone interview approach or the development and distribution of a brief questionnaire.

The evaluation team provided examples of the kinds of items which could be used in the various instruments but emphasized the importance of

project staff involvement in the preparation of all such tools since the staff members were most familiar with project activities, priorities and the overall community.

On May 5, 1973 the evaluation team again returned to the project site to draw samples from the three grade levels of student participants in the three school systems in which student data were collected as well as review other data collected that related to the Career Development Project. The three member team divided responsibilities for evaluation of the project at this point. One member assumed the task of evaluating the data collected from fourth grade students and from elementary and secondary teachers. A second member took charge of the evaluation of the ninth grade student survey, the counselor opinions and the career education workshop counselor participant opinions. The third member assumed responsibilities for the evaluation of the senior and community survey. In addition, the third member elected to prepare the preliminary descriptive phase of the evaluation report and interweave findings from supplementary project data collection where appropriate. Specific procedures in the treatment of data, sampling and evaluations for each group were planned and developed by the consultant evaluators in accord with the above-mentioned assignments and responsibilities. Therefore, the determination and use of further explanations and descriptions of procedures within the handling of particular data were left to the individual consultant evaluators.

Titles were given to each data collection instrument utilized for purposes of this evaluation as well as to those supplementary data collection instruments developed by the project staff which were not within this evaluation, the project staff collected the supplementary data. All data collection instruments, including correspondence which related opinions, were assigned letters of the alphabet as a means of codifying the forms. The instruments pertinent to this evaluation report were assigned Roman numerals according to the sequence of presentation in the appendix.

Secondary School Teacher Career Education Opinionnaire

The Secondary School Teacher Career Education Opinionnaire (see Appendix I, Form A,) was designed by the Career Development staff and modified by the evaluation team. The opinionnaire was issued to each junior high school and secondary school teacher with instructions to return them through the secretary of their school. The opinionnaires were then collected by the Career Development staff and turned over to the evaluation team. Forty-seven percent of the high school teachers responded to the opinionnaire.

Elementary School Teacher Questionnaire-Opinionnaire

An Elementary School Teacher Questionnaire-Opinionnaire on Career Education was supplied to each of the seventy-one teachers in the Watertown Elementary Schools. (See Appendix II, Form B) Approximately 76 percent of these were returned through school secretaries to the

Career Development office where they were made available to the evaluation team for analysis.

Elementary School Career Education Survey

A Career Education Survey (see Appendix III, Form C) for administration to students in the elementary school was prepared by the staff of the Career Development Project following the suggestions and examples as supplied by the evaluation team. This survey in the form of a test was administered on a trial basis, and as a result was modified by the evaluation team before its final adoption for use as an evaluative tool.

The survey was administered to students in grade four in three different schools: Watertown School "B", a school of similar size, and school "A", a somewhat smaller school. All schools were in South Dakota; only the Watertown schools have had a career development project. The purpose of this survey was to try and determine if there was any significant difference in attitudes or knowledge of careers and/or career awareness among fourth grade students in the three schools.

The survey was administered to the students in the fourth grade in each of the schools by Career Development Project personnel. These surveys were turned over to the evaluation team as a stack of tests with no particular arrangement known to the evaluator. For the surveys from Watertown and School "B", an arbitrary number between one and ten was selected and then every tenth survey was drawn from each group of tests, until two sets of thirty had been selected. The same type procedure was followed for school "A" with the exception that every fourth survey was drawn until thirty had been selected.

The mean was calculated for the surveys selected from each school as well as the standard deviation, the standard error of the mean, and eventually the "Z" score of the differences between the means. From this the probability of being significant was determined.

Ninth Grade Career Education Survey

At the ninth grade level a career survey instrument (see Appendix IV, Form D) was also developed by members of the Career Development Project staff, pilot tested in a school system not participating in the evaluation, revised and finally administered to ninth grade students at Watertown and in the two control school districts. Completed surveys were given to the evaluation team in stacks separated for each school district but otherwise unarranged. An evaluator drew a random sample from each group of the returned instruments by counting off from the top of each stack and selecting every fourth instrument and repeating the process until the desired number of instruments for each school group was obtained. The number of completed questionnaires and the number and percent taken for the sample for each group were as follows:*

Career Education Survey of Ninth Grade

School District	Number Responding	Size of Random Sample: Number Drawn	Size of Random Sample: Percent of Total
"A"	68	17	25
"B"	226	23	10
Watertown	300	30	10

*Note: Enrollment fluctuations during the school year and attendance on the day that the instrument was administered were considered explanations of the discrepancies between the above data and the enrollment data presented earlier in this report.

Senior Career Education Opinions

A twenty-five item career opinionnaire survey instrument (see Appendix I, Form E) developed and field tested by the Career Development Project staff. The survey was administered to seniors enrolled in the Watertown Independent School District where the project was located and to seniors enrolled in two other school districts where career education was not a special project. Participants in the latter districts were considered "control" groups and the Watertown participants were considered the experimental group for the Career Development Project evaluation. In order to preserve anonymity of the cooperating "control" group participants, these school districts were labeled "A" and "B" as indicated earlier in this report.

In the two larger school districts, the Career Development Project staff encountered flexible scheduling which reduced the number of seniors available to participate in the survey. School attendance on the day of the survey was a factor in decreased participation also. Senior student participation in the survey according to school districts was as follows:

School District	Number of Grade 12 Participants
"A"	49
"B"	144
Watertown	139

Initially, a twenty-five percent random sampling was taken from each school district group. This was accomplished by taking every fourth survey form from the stacks provided by the Career Development Project staff. Since the "N" obtained from the participating seniors in the smallest school district was less than 30 (i.e. 12) and the twenty-five percent samples of participating seniors from the larger school districts yielded "N's" of more than 30, the evaluators continued to draw every fourth form from the stack of completed senior surveys in the smallest school district by proceeding from top to bottom and repeating until an "N" of 36 was reached. This approach provided senior survey responses from each of the school districts in the following numbers:

School District	"N" of Sample
"A"	36
"B"	36
Watertown	36

In effect, responses from 73 percent of the participating seniors in the smallest school district ("A") and responses from twenty-five percent of the participating seniors in each of the other two school districts ("B" and Watertown) were included in the evaluation.

The Senior Survey, as the instrument was called, was a career oriented opinionnaire concerning student recall of school experiences and projections for the future. Items required "yes" or "no" responses. In theory, "yes" responses indicated opinions with strong career orientation and/or preparation background. Therefore, the number and percentage of "yes" responses for each of the twenty-five items in the Senior Survey were determined for each of the three school groups. By multiplying the number of participants within each school group times the number of items within the entire instrument the potential (possible) number of "yes" responses for each was identified. In addition the overall mean and mean for each of the three school groups was computed for "yes" responses. These data were arranged for presentation in a table within the findings and conclusions.

Career Education Workshop Participant Opinions

The Career Development Project staff conducted a followup survey (see Appendix VI, Form 6) of counselors in various South Dakota school districts who had participated in a project sponsored world of work seminar in June of 1971. For purposes of the evaluation report, responses on thirty-five of the returned opinionnaires were used.

Watertown School Counselor Opinions

Five Watertown school counselors completed special questionnaires (see Appendix VII, Form J) designed by the Career Development Project staff. Check marks were required for responses in seven items and statements of personal opinion were solicited in three additional questions.

Community Career Education Survey

A community survey was conducted in Watertown by means of a questionnaire which was mailed to 150 residents in May, 1973. The instrument entitled "Career Education Survey" (see Appendix VIII, Form M) contained seven items, six of which required "check responses. Five of these items involved "yes" or "no" type responses with one item involving a list for the check off procedure. The final item was open-ended for voluntary comments. Names were obtained from the city directory by a simplified random sampling method in which every name on a page was selected for inclusion. The number of residents (150) represented approximately 1 percent of the community population.

Stamped, self-addressed return envelopes were enclosed with the questionnaire in the mailing. Of the 150 questionnaires mailed, 73 (or 48.6 percent) were returned. Two others were returned unclaimed.

Findings and Conclusions

Findings and conclusions of the evaluation team which were based on the results of the surveys conducted and related experiences with the Career Development Project at Watertown have been arranged in the same order of presentation as the procedures described earlier.

Secondary School Teacher Opinions Concerning Career Education

As a general statement, the majority of the teachers, grades seven through twelve, "agreed" or "strongly agreed" with the items on the career education opinionnaire. In fact, only thirteen and one-half percent of those items checked were of the "disagree" or "strongly disagree" type. Comments, which follow, were made for those items in which there was a noticeable deviation from the majority.

Twenty-eight percent of those responding "strongly agreed" with statements numbered (1) and (2), that the school should prepare students for the world of work, and should provide students with guidance and counseling for making decisions about occupational choices. In that same category, 25 percent of the faculty "disagreed" with the statement that the school should follow the student's progress after he leaves school.

According to the information on the opinionnaires, 30 percent of the faculty "strongly agreed" that the teacher should assist students in developing attitudes necessary for job success and advancement. Forty-eight percent "strongly agreed" that the teacher should "assist students in developing the ability to get along with people. By comparison, 23 percent of the teachers "disagreed", and an additional 9 percent "strongly disagreed" that the teacher should "be responsible for decision making capabilities".

Overall, and this was in accordance with other opinions given, 36 percent of the teachers indicated by "strongly agree" that students in their classes should "learn the values of work throughout their entire educational experience".

In the last category of the opinionnaire, 46 percent of those responding indicated "disagreement" or "strong disagreement" that secondary students should "have free choice to leave high school and return for further education".

A further analysis of the opinions expressed by secondary teachers (grades 7-12) was made with a breakdown into junior high as compared with those in senior high school. Using the number of those who registered their opinions for each of the categories other than "agree", and compensating for the differences in numbers reporting, there was little

total difference between the two faculties. In examining individual opinionnaire items, the primary difference appeared to be on item (10), that the secondary teacher should assist students in developing the ability to get along with people! On this item, 73 percent of the junior high school faculty reported by "strongly agree" as compared to 42 percent of the high school faculty.

In an analysis of the opinionnaires as completed by the teachers in the Watertown Junior and Senior High Schools, it should be noted that because no opinionnaires were administered at an earlier date, there was little basis for comparison. It was also difficult to identify and analyze the many influences upon a teacher from a somewhat vocationally oriented community. It was, therefore, difficult to trace the specific influence of the Career Development Project upon these same teachers. At this point in time, these seemed to be the opinions of certain Watertown faculty members toward career education. The majority of those who responded either "agreed" or "strongly agreed" with the statements in the opinionnaire.

This lack of divergence of opinion was less than anticipated, and may therefore, either be an effect of the Career Development Project, or a residual "halo" for a special school program in answering the opinionnaire. As a result of the complete program in Career Development, the attitudes of teachers may very well have been influenced to a noticeable degree. Perhaps the greatest value of the secondary teachers opinionnaire on Career Development was the fact that it called specific attention to attitudes and opinions, and that each respondent had to stop and consider his particular position. Once this was done, considerable opinion modification may be possible in future efforts.

Elementary School Teacher Responses Relating To Career Education

Of the fifty-four Elementary School Teacher Questionnaire-Opinionnaire on Career Education forms that were returned, only five were marked indicating that the teacher had not attended any workshops in career education. Twenty-one of the remaining forty-nine teachers reporting had attended workshop sessions of at least three or more days. Assuming that a sampling of five is inadequate for a reliable interpretation, the following summaries are made of the two remaining groups—those with a background of one day workshops (referred to below as group "A"), and those with a background of workshops involving more than three days (referred to as group "B").

In the group "A" faculty, almost 43 percent reported that the workshops were less than "helpful" and only 7 percent indicated that the workshops were more than "helpful". This is contrasted with the group "B" faculty, 40 percent of whom rated workshops on Career Education above "helpful" with 20 percent rating them as "very helpful". Only 15 percent of this latter group indicated that workshops were less than "helpful".

Both groups indicated a committment to career education values and

concepts with only 13 expressing that they were undecided.

In response to the statement that Career Development Project efforts have been effective in changing attitudes toward careers in students, 22 percent of group "A" indicated that this was more "somewhat". Sixty-two percent of group "B" faculty checked this category.

Group "B" asked for more help or advice from the project staff than did group "A". In fact, 30 percent of those who attended the one-day workshops did not ask Career Development personnel for any help or advice. This was true for only 5 percent of group "B".

About 55 percent of the group "B" teachers used materials more than "some" as supplied by the Career Development Center. Only 14 percent of group "A" utilized materials to the same extent.

When questioned regarding career education concepts being financed from local sources, 48 percent of all responses were in favor of this. However, 38 percent reported that they were "undecided". Of this number, almost two-thirds of those reporting as "undecided" were from group "A".

As a means of further analyzing the questionnaire-opinionnaires on career education as completed by the Watertown elementary teachers, the returns were arranged into three groups on the basis of the use made of materials supplied by the Career Development Project personnel. Those who used less than "some" will be identified as group "C"; "some" as group "D"; those who reported more than "some" as group "E".

Group "C", those who apparently used few materials from the Career Development Center, felt that the scope of their teaching assignment with children has changed little as a result of Career Education. These faculty members were also undecided as to whether students might have as high or higher test scores as a result of career type understandings being taught in classes.

Teachers, group "E", who used the largest amount of Career Development Center materials indicated in a rather positive manner that the scope of their teaching assignment had increased. Of the eighteen returns in this classification, 13 representing 72 percent were on the upper end of the continium above "somewhat". This group also had a more positive feeling toward the success of students on achievement tests when career type understandings were taught in classes. Fifty-three percent indicated that in their opinion, students in those classes would score as high or higher than students in traditional classes. The other 47 percent were undecided.

The suggestions written on the teacher questionnaire-opinionnaire, (No. 18) listing those services of the Career Development project that were of most help and (No. 19) those that were of least help were varied. However, through the forms returned general statements were made concerning:

(1) the help given by the elementary curriculum specialist;

(2) locating the supplying materials; and
(3) the generation of new ideas or new application of ideas.

The survey results obtained through the Elementary School Teacher Questionnaire-Opinionnaire on Career Education in the Watertown Elementary Schools provided little means of comparison since no previous opinionnaires in this area were administered. All that can be stated is that at this point in time, certain attitudes were present. It was not possible to show changes in attitudes due to the Career Development Program's three year effort. It was for this reason, therefore, that the Questionnaire-Opinionnaire was analyzed on the two bases that were Career Development instigated--(1) workshops and (2) materials supplied.

It appeared that those faculty members who attended the longer workshops as well as those who used special materials as supplied by the Project had more positive attitudes toward the program than those who participated in short term workshops or not at all. Whether this was an inherent interest or whether it was program instigated was not determined by this "one-shot" opinionnaire. The comments of each faculty member regarding the services of the Project seemed to indicate considerable value in this program to the elementary school faculty. In making a subjective judgment, the evaluators tended to be on the positive side with a belief that the Career Development Project influenced the attitudes of teachers, and that aspects of their teaching were modified by awareness toward the world of work.

Responses of Fourth Grade Students

Concerning Career Education

Information is presented in Table 1 for the fourth grade student surveys selected in the sampling from each school which includes the following: (1) the scores, (2) the means, and (3) the standard deviations. The mean of the scores obtained from the Watertown fourth grades was 1.866 above the mean of the scores from school "A".

Statistically, using "Z" scores the surveys completed by students from the Watertown schools with a mean of 29.1 was significantly above the 27.2 mean of the students in school "B" by a 95 percent probability. The Watertown students also scored above the students in school "A" by a significant difference at the 96 percent probability. The difference between scores made by students in school "B" and school "A" was not significant.

To the extent that this survey was valid, the Watertown students in grade four seemed to have a greater awareness than the students in grade four in the two other schools.

In making a judgment, however, as to the effect of the Career Development Project in creating career awareness among the students, the whole picture had to be considered--the students, the faculty, the program, and the materials. On this basis, it seemed reasonable to conclude that at least part of this significant difference between the scores made

by students of the Watertown schools and the students of the other two schools could be traced directly to the Career Development project.

TABLE 1. SUMMARY OF SCORES ON CAREER AWARENESS TESTS GIVEN TO FOURTH GRADE STUDENTS IN THREE SCHOOL DISTRICTS ACCORDING TO SAMPLES DRAWN

Score	Watertown School	School "B"	School "A"
35	2	1	1
34	1	1	
33	2	1	1
32	2	2	4
31	3	1	1
30	5	3	4
29	2	1	2
28	7	2	2
27	1	5	3
26	2	3	3
25		1	1
24		3	1
23	1	2	3
22	1		1
21		1	1
20		2	
19			
18			
17	1	1	
16			
15			1
14			1
Number	30	30	30
Mean	29.066	27.200	27.00
St. Dev.	3.756	4.344	4.830

Ninth Grade Student Survey Response Relating to Career Education

Positive ("yes") career education learning experiences of students in the three school districts are reported in Table 2 by number and percentage according to the sample drawn for each of the forty items in the survey instrument (see Appendix IV, Form D). Further, the table has been arranged to provide data within three categories as follows:

I. Have You Ever Figured Out (10 items)

TABLE 2. POSITIVE CAREER EDUCATION LEARNING EXPERIENCES OF NINTH GRADE STUDENTS IN THREE SCHOOL DISTRICTS

Item No.	Description of Learning Experience	Students Responding "yes" in Samples Drawn					
		School "A"		School "B"		Watertown	
		No.	Percent	No.	Percent	No.	Percent
	CATEGORY I. HAVE YOU EVER FIGURED OUT:						
1.	lumber - house	0	0	0	0	3	10
2.	engine displacement	0	0	2	10	7	24
3.	lawn grass seed	0	0	1	5	1	4
4.	balanced family budget	7	42	14	63	18	60
5.	material for clothing	8	48	8	41	16	53
6.	paint quantity for room	2	12	5	23	12	40
7.	income tax return	1	6	1	5	5	17
8.	gross salary and takehome	3	17	3	13	11	37
9.	land elevation	2	12	1	5	3	10
10.	motor vehicle operating cost	4	23	3	13	13	45
	Category I "Yes" Response Total	27	——	38	——	89	——
	Total Number Possible for Category I "Yes" Responses	170	——	230	——	300	——

TABLE 2. (Continued)

TABLE 2. POSITIVE CAREER EDUCATION LEARNING EXPERIENCES OF NINTH GRADE STUDENTS IN THREE SCHOOL DISTRICTS

Item No.	Description of Learning Experience	Students Responding "yes" in Samples Drawn					
		School "A"		School "B"		Watertown	
		No.	Percent	No.	Percent	No.	Percent
	CATEGORY II. HAVE YOU EVER EXPERIMENTED WITH:						
11.	developing-printing film	0	0	3	13	1	4
12.	weather instruments	0	0	4	20	6	20
13.	diseased plants	0	0	1	5	2	7
14.	different fertilizers	4	23	3	13	7	24
15.	water impurities	3	17	4	19	5	17
16.	soil & gravel for roads	2	12	1	5	2	7
17.	unknown substances (chemical tests)	2	12	2	54	4	14
18.	cleaning power of detergents	4	23	4	19	12	40
19.	recycling materials	1	6	4	19	5	17
20.	algae growth-water pollution	4	23	1	5	8	27
	Category II "Yes" Response Total	20	——	37	——	52	——
	Total Number Possible for Category II "Yes" Responses	170	——	230	——	300	——

TABLE 2. (Continued)

TABLE 2. POSITIVE CAREER EDUCATION LEARNING EXPERIENCES OF NINTH GRADE STUDENTS IN THREE SCHOOL DISTRICTS

Item No.	Description of Learning Experience	Students Responding "yes" in Samples Drawn					
		School "A"		School "B"		Watertown	
		No.	Percent	No.	Percent	No.	Percent
	CATEGORY III. HAVE YOU EVER:						
21.	job application form	2	12	6	28	16	53
22.	new event and story	1	7	6	28	5	17
23.	business meeting notes	10	58	14	63	16	53
24.	sales speech	2	12	12	54	10	34
25.	class project committee	12	70	10	46	21	70
26.	business letter for information	12	70	12	54	20	66
27.	tape recorder for interview	0	0	5	22	8	30
28.	play or script writing	1	6	8	37	7	24
29.	directions as a manager	11	64	9	41	19	63
30.	theme on personal goals-interests	12	70	15	78	25	83
31.	sought post school information	3	17	12	54	10	34
32.	social security card	8	47	10	48	21	70
33.	interest test	2	30	18	81	23	76

TABLE 2. (Continued)

TABLE 2. POSITIVE CAREER EDUCATION LEARNING EXPERIENCES OF NINTH GRADE STUDENTS IN THREE SCHOOL DISTRICTS

Item No.	Description of Learning Experience	Students Responding "yes" in Samples Drawn					
		School "A"		School "B"		Watertown	
		No.	Percent	No.	Percent	No.	Percent
34.	school course explanations	13	77	19	87	30	100
35.	counselor or teacher help on course planning	4	23	9	41	15	50
36.	science guest speaker	0	0	1	4	2	7
37.	math guest speaker	1	6	1	4	16	50
38.	English guest speaker	0	0	2	10	1	4
39.	Social studies guest speaker	1	6	5	22	4	14
40.	counselor-teacher conversation on education other than college	2	12	5	33	4	14
	CATEGORY III. "YES" (sub-total)	97	——	179	——	273	——
	Possible "yes"	340	——	460	——	600	——
	Grand Total of Yes Responses	144	——	254	——	414	——
	Total "yes" possible	680	——	920	——	1200	——
	"N"	17		23		30	

II. Have You Ever Experimented With (10 items)
III. Have You Ever (20 items)

The total possible "yes" responses for the respective samples is given as are the grand total of "yes" responses and possible "yes" responses for each school sample.

In category I (Have you ever figured out) over 50 percent of the Watertown ninth graders in the samples responded "yes" to two items: numbers 4 and 5. These career education learning experiences referred to balancing a family budget and determining the amount of material for an article of clothing respectively. For the budget experience, 18 (or 60 percent) responded "yes" in the Watertown sample. In school "B", 14 (or 63 percent) of the ninth grade students responded "yes" to the questions on experience with balancing a family budget. According to the samples drawn, no group surpassed 50 percent in favorable ("yes") responses for other items within category I. Overall "yes" responses for the school sample groups in category I numbered 27, 38, and 89 for "A", "B" and Watertown out of possible total "yes" responses of 170, 230, and 300 respectively. These responses represented school percentages of 15.9, 16.5 and 23.0 for "A", "B" and Watertown in the overall sense for category I positive responses. No clear conclusion could be drawn concerning these career education learning experiences for the school groups although, in general, Watertown students tended to respond "yes" more frequently overall than students in either of the other groups. Perhaps, the Career Development Project has had a slight effect on students in the areas under inquiry.

In category II (Have you ever experimented with), twelve (or 54 percent) of the school "B" students indicated they had engaged in chemical testing experiments of unknown substances (item number 17). In no other specific items were there more than 50 percent of the students in the sample groups responding "yes" in this category. In an overall sense, 20 (or 11.1 percent) of school "A", 37 (or 16.0 percent of school "B", and 52 (or 14.0 percent) of the Watertown students in the samples gave "yes" responses out of respective possible totals of 170, 230, and 300. Again no clear conclusion could be stated since the percentages responding "yes" within each group tend to compare closely with the other groups for the overall category.

Category III (Have you ever) contained a total of twenty items. More than 50 percent of the school "A" students gave "yes" responses for each of the following six items: 23, 23, 26, 29, 30 and 34. For items 23, 24, 26, 30, 31, 33 and 34, more than 50 percent or more of the Watertown ninth grade students in the sample gave "yes" responses for items 21, 23, 25, 26, 29, 30, 32, 33, 34, 35, and 37. In other words, favorable responses in this category were given by fifty percent or more of the students to six items by school "A", seven items by school "B" and eleven items by the Watertown group. In brief the descriptions of these items for each group were as follows:

School "A" Ninth Grade

Business meeting notes	Directions as a manager
Class project committee	Theme on personal goals-interests
Business letter for information	School course explanations

School "B" Ninth Grade

Business meeting notes	Sought post-school information
Sales speech	Interest test
Business letter for information	School course explanations
Theme on personal goals-interests	

Watertown Ninth Grade

Job application form	Social security card
Business meeting notes	Interest test
Class project committee	School course explanation
Business letter for information	Counselor or teacher help
Directions as a manager	On course planning
Theme on personal goals-interests	Math guest speaker

Watertown ninth grade students appeared to have had a greater range of career educational experiences than students at the same grade level in either of the other school districts. In the opinion of evaluators the Career Development Project could be credited at least partially for the favorable experience image portrayed by ninth grade students in Watertown. For category III (Have you ever) there were possible "yes" responses of 340, 460, and 600 for schools "A", "B" and Watertown respectively. The "yes" responses were indicated by totals of 97, 179, and 273 for schools "A", "B" and Watertown representing percentages of 28.5, 38.9 and 45.5 for the respective sample groups. In order to provide an overall view of ninth grade career education experiences the evaluators determined that for schools "A", "B", and Watertown there were 680, 920 and 1200 "yes" responses possible if all items were answered positively by the students in each respective sample. In fact, totals of 144, 254 and 414 such responses for the three groups were given which represented 21.1 percent for school "A", 27.6 percent for school "B" and 34.5 percent for Watertown. In other words, more than one-third of the Watertown ninth grade students in the sample had indicated favorable career education experiences in the judgment of the evaluators. Although the numbers and percentages of "yes" responses by Watertown students was not considered great, the evaluators agreed that the difference compared to either control groups was substantial. Therefore, it was concluded that for ninth grade students in Watertown the Career Development Project in concert with other community resources has had a positive effect overall and given indications of being successful with students. However, the evaluators were concerned that students indicated resource persons were not utilized in English, social studies, and science classes in keeping with the Career Develop-

ment Project thrust or intent. Only in mathematics were students aware of the utilization of resource persons at Watertown according to the survey. The evaluation team was of the opinion, after reviewing the ninth grade survey results, that factors influencing student responses included:

(a) the course offerings in the school
(b) electives available to the ninth grade
(c) teacher's exposure to career education of the control groups
(d) percentage of counselors time devoted to student contact
(e) class size
(f) student teacher contact hours
(g) exposure to vocational education programs
(h) industrial exposure

The extent to which each of the above was controllable by the project and/or school system was not established by the evaluation team. For the ninth grade students to gain a more comprehensive knowledge and understanding of the world of work and career education in general, the above-mentioned factors and others would have required more attention. In fact, the evaluators recognized the importance of these variables as influences throughout the Career Development Project.

Senior Opinions Concerning Career Education

The number and percentage of participating seniors within the samples for each school district that responded "yes" to each item on the survey instrument are reported in Table 3. Other data are reported in Table 3 including the mean of "yes" responses for each school group and all of the seniors. In addition, the "yes" response totals are given for the categories according to each group.

A higher number and percentage of participating Watertown seniors, according to the samples drawn, responded "yes" to 11 of the 25 items in the survey than did the participating seniors in either of the other two school districts. The items in which the Watertown seniors surpassed the others in responding "yes" were numbered 1, 2, 3, 8, 10, 11, 12, 15, 22, 24 and 25. Participating seniors in the smallest school district ("A") responded "yes" in a greater number and percentage of nine of the items than did the seniors in either of the larger school districts ("B" and Watertown). These "A" school district seniors appeared to capture items 4, 5, 7, 9, 13, 14, 16, 17, and 23. School District "B" seniors prevailed with "yes" responses in four items (numbers 6, 18, 19, and 20).

TABLE 3. POSITIVE SENIOR OPINIONS CONCERNING CAREER EDUCATION EXPERIENCES AND PREPARATION IN THREE SCHOOL DISTRICTS ACCORDING TO SAMPLES DRAWN

Item No.	Description	Survey "Yes" Responses by Participating Seniors in Samples							
		School "A"		School "B"		Watertown		Total all Schools	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent
1.	Job help	12	33.4	8	22.0	19	52.8	39	36.1
2.	Interest-ability tests	24	66.7	23	63.9	25	69.4	72	66.7
3.	Personal values test-survey	14	38.8	5	13.9	23	63.8	42	38.9
4.	Financial Info. for Ed.	21	58.3	13	36.1	18	50.0	52	48.1
5.	Future Plans Questionnaire	23	63.8	22	61.1	19	52.8	64	59.2
6.	DDT - OOH	4	11.1	9	25.0	7	19.4	20	18.5
7.	Job Business Obs. - School Release	21	58.3	8	22.0	17	47.2	46	42.6
8.	Course value to job interests	31	86.1	24	66.7	33	91.7	88	81.5
9.	Guest Speaker-science	5	13.8	2	5.5	3	8.3	10	9.2
10.	Rel. of Science to jobs taught	6	18.8	10	27.7	15	14.6	31	28.7
11.	Science job information	6	18.8	3	8.3	10	27.7	19	17.6
12.	Guest speaker-Math	0	0	3	8.3	6	18.8	9	8.3
13.	Rel. of Math to Job Interests	22	61.1	10	27.7	16	44.4	48	44.4
14.	Math Job Information	15	41.7	6	16.6	12	33.3	33	35.6
15.	Guest Speaker-English	3	8.3	2	5.5	9	25.0	14	12.9
16.	Rel. of English to Job Interests	28	77.7	15	41.7	19	52.8	62	57.4
17.	English Job Information	22	61.1	7	19.4	17	47.2	46	42.9

TABLE 3. (Continued)

Item No.	Description	Survey "Yes" Responses by Participating Seniors in Samples: School "A" No.	School "A" Percent	School "B" No.	School "B" Percent	Watertown No.	Watertown Percent	Total all Schools No.	Total all Schools Percent
18.	Guest Speaker-Social Studies	1	2.7	10	27.7	9	25.0	20	18.5
19.	Rel. of Soc. Studies to Job Interests	10	27.7	12	33.3	7	19.4	29	26.9
20.	Soc. Studies Job Information	4	11.1	11	30.6	8	22.0	23	21.2
21.	Adequate V-T in H.S.	18	50.0	20	55.5	31	86.1	69	63.9
22.	Career Info. in Lib.-Guidance	25	69.4	21	58.3	28	77.7	74	68.5
23.	Prep. for Work	24	66.4	13	36.1	19	52.8	56	51.9
24.	Prep. for Post H.S. Plans	16	44.4	14	38.9	17	47.2	47	43.5
25.	Five Years in Future-Work	22	61.1	20	55.5	24	66.6	66	61.1
	Total "Yes" Responses	377	——	291	——	411	——	1079	——
	Mean of "Yes" Responses per survey sample	10.5	——	8.1	——	11.1	——	10.0	——
	Deviation from Overall Mean Per Survey in Total Sample	+.5	——	-1.9	——	+1.1	——	——	——
	"N"	36	——	36	——	36	——	108	——

Since less than ten "yes responses were indicated by participating seniors, according to the samples, in items 6, 9, 12, and 15, none of the school systems appeared to offer strength in these areas of inquiry. If the study had compared only seniors in the two larger school districts, Watertown seniors would have prevailed in 20 of the items. In such a comparison, the evaluators would have concluded that the Career Development Project had demonstrated a significant impact upon Watertown seniors; even in that kind of comparison weaknesses appeared in four items where less than ten "yes" responses were noted for either group. However, comparisons were made between the seniors at Watertown and seniors in two other school districts; therefore, the findings via the samples drawn were not considered supportive of any definite general or overall conclusions deemed positive to the Career Development Project. Perhaps, a slight advantage was demonstrated in that higher percentages of Watertown seniors responded "yes" to twelve of the survey items than did the other senior groups.

Findings, which were based on the numbers and percentage of participants responding "yes" to specific items in the Senior Survey and favorable to the Career Development Project as indicated by Watertown seniors in comparison to seniors in the other two school districts, according to the samples drawn, are as follows:

a. Assistance in choosing courses related to job interests was provided by the school staff. (1)
b. Tests or surveys to help understand job interests and abilities were given. (2)
c. Tests or surveys to help students understand personal values were given. (3)
d. School courses were considered of practical value for future job interests. (8)
e. Science teachers related science study to future job opportunities. (10)
f. Seniors considered themselves informed about job opportunities in science. (11)
g. Seniors believed the high school had an adequate selection of vocational-technical courses. (21)
h. An adequate selection of information about careers was available in the high school library and/or guidance office. (22)
i. Someone in the school had attempted to make certain that seniors had completed preparations related to plans after high school. (24)
j. Seniors appeared to know what they would like to be doing five years from now. (25)

Although Watertown seniors prevailed in items 12 and 15 over the other senior groups, these were eliminated in the above listing because no senior group had ten or more "yes" responses.

On the other hand findings, which were based on the numbers and percentages of participants responding "yes" to specific items in the Senior Survey which were not considered favorable to the Career Development Project since participants in other school districts indicated "yes"

responses more frequently than Watertown seniors, according to the samples drawn, are as follows:

a. School assistance in providing information about financial help for further education was more apparent to seniors in school district "A" than to seniors in the other districts. (4)
b. Questionnaires concerning future plans were completed in high school according to both school "A" and "B" seniors. (5)
c. Opportunities to be released from school for job or business observations were more frequently indicated by seniors in school district "A" than the seniors in other school districts. (7)
d. Math teachers appeared to teach the relationship of math to job opportunities more frequently for seniors in school district "A" than for the seniors in other school districts. (13)
e. Seniors in school district "A" considered themselves informed about job opportunities in math more frequently than seniors in the other school districts. (14)
f. School district "A" seniors indicated that English teachers taught how the study of English was related to future job opportunities (or communications rather than English). (16)
g. School district "A" seniors considered themselves informed about job opportunities related to English (or communications) more frequently than either the "B" or Watertown seniors. (17)
h. School district "B" seniors reported having guest speakers in social studies classes who talked about jobs related to social studies. (18)
i. Seniors in school district "B" thought their social studies teachers taught how the study of social studies was related to job opportunities. (19)
j. School district "B" seniors believed they were informed on job opportunities related to social studies. (20)
k. Seniors in school district "A" considered themselves prepared by their high school to look for and get work that they would enjoy doing. (23)

Items 6 and 9 were eliminated from consideration since no group had ten or more "yes" responses.

Since the instrument was an opinionnaire, the evaluators recognized that school and community spirit as well as other factors might have influenced responses thereby negating the purpose of the instrument. Findings and conclusions favorable and unfavorable for the Career Development Project resulted in a virtual "stand-off". None of the school systems could claim extensive use of the Dictionary of Occupational Titles or Occupational Outlook Handbook according to the senior responses. None of the school districts could claim extensive utilization of guest speakers relating subject areas to job opportunities in science, math or English (communications) according to the seniors.

For Watertown seniors the Career Development Project or school

system has demonstrated assistance in career preparation and planning that appeared similar to the provisions made in the control school districts.

Although survey responses for 1973 indicated few overall differences between groups of seniors in the respective school districts, the evaluators were of the opinion that:

1. Future surveys may yield comparative data indicative of differences that support the efforts of the Career Development Project since Watertown seniors in the years ahead will have had greater exposure to project activities.

2. The survey instrument could be refined by utilizing a scale indicative of the strength to which opinions are held. Such an approach should assist in comparisons so that community or school biases are reduced in effect.

Career Education Workshop Participant Opinions

Of the 35 responding participants in the survey, 24 (or 69 percent) indicated that they had had contact with the Career Development Project following the Career Education Workshop in Watertown. However, 95 percent of these participants reported that their followup contacts were by means of publications (including those of the Career Development Project) and other news media.

Participants tended to consider the workshop as an awareness activity which assisted them in helping their schools. All comments were favorable for the workshop and career education in general. Further, it was indicated that the workshop experience assisted participants in the implementation of career education within their respective school systems by informing colleagues, improvement of their counseling services to students for the world of work and, in certain cases, it was reported that the workshop experience enabled participants in convincing their school administrators as to the merits of the career concept for education.

In the opinion of the majority of the respondents the workshop had produced beneficial effects as follows:

a. deeper insights into the implication of career education were gained and
b. workable ideas for classroom applications that enriched school programs were obtained.

The Career Education Workshop appeared to have been an asset for counselors in formulating opinions concerning the world of work.

Since the overwhelming means by which participants had contact with the project following the workshop appeared to be through publications, the evaluation team was convinced that improved procedures for continuing

communication were needed such as two-way personal visitations subsequent to workshops.

Participants recommended that similar workshops be conducted for elementary teachers. With the knowledge that early exposure to areas of work activity increases a youngster's chances for appropriate vocational choice, the evaluation team considered the recommendation for workshop extension both reasonable and sound. (Note: The Career Development Project did sponsor workshops for elementary teachers during the three year effort.) The ideas, ways and means by which career education could be integrated into the total school curriculum was supported as functional and informative since the newness of the concept has tended to provide isolation.

Watertown School Counselor Opinions

Watertown school counselors offered opinions which they held concerning the Career Development Project via a questionnaire requesting a "yes" or "no" response for the first seven items and open-ended responses for the last three items with all questions directed toward project effectiveness.

For the five counselors, all of whom participated, the seven "yes-no" items yielded a possible 35 response total. There were twenty "yes" and ten "no" responses with five blanks unanswered. Respondents attached question marks in four instances. The evaluators sensed that the brief questionnaire, a locally-made instrument, contained ambiguities that required clarification for any future use.

Conclusions, which were drawn from responses to the seven above-mentioned items, reflecting the opinions of Watertown school counselors as a group are as follows:

1. The Career Development Project appeared to produce a significant change in student decision-making.
2. Increased student use of career-related resource material occured in the opinion of the school counselors.
3. No increase in library use was reported.
4. There was not a noticeable decline in the student drop out (early school leaving) rate as compared to pre-project years in the opinion of the school counselors.
5. No increase or significant change in summer employment for students was observed.
6. Watertown students displayed a positive attitude toward career education in the opinion of school counselors.
7. The counselors believed that the Career Development Project required them (counselors) to make significant changes in their counseling techniques.

The three open-ended questions in the survey instrument related to most helpful, least helpful and recommended changes in Career Development Project services and activities. In the opinion of the counselors, project services which were most helpful were as follows:

a. Good information resources.
b. Good counseling atmosphere in the occupational information center.
c. Interpretation of the Ohio Vocational Interest Survey (OVIS) by the administration.
d. Assistance in organizing the post high school planning day.
e. Setting up a career exploration day for seniors.
f. Field trips through the project.
g. Summer counseling program for tentative drop outs.
h. Counselor workshop on career education.
i. Access to career education materials.
j. Opportunities for more diversified types of counseling.
k. Opportunity to visit or study other projects and educational facilities.
l. Career materials tended to update and improve counseling techniques.

Project activities or services which were considered least helpful by the counselors were as follows:

a. Involvement in the total program of the Career Development Project.
b. Slow dissemination of extremely useful career materials.
c. Reorganization of homerooms.

Changes recommended by the school counselors were as follows:

a. More career exploratory programs should be conducted by the project staff.
b. Activities of the project and the area vocational school should be more closely related.
c. More intra-project involvement by the total staff should be obtained.
d. School counselors and Career Development Project staff should have a closer working relationship.
e. Physical setting of the Occupational Information Center should be improved.
f. Personnel policies should be improved.
g. Coordination of the entire counseling program should be improved.
h. More organization involving teaching staff should be provided.
i. Structure of the Occupational Information Center should be changed to offer more service to all students.
j. The number of inter-project staff meetings should be increased.

Watertown Community Opinions Relating to Career Education

In the survey of the Watertown community on career education it was considered necessary by the project staff and evaluators to determine whether or not participants had children in the school system. Therefore,

the first question in the survey instrument asked "Do you have children in the public schools?" "Yes" was the reply given by 31 or 42.4 percent and "no" was indicated by 41 or 56.2 percent of the respondents. One questionnaire was left blank.

"Are you aware that the Watertown public schools have implemented career education at all grade levels?" was the second question. Thirty-five or 47.9 percent of those responding indicated "yes" while 36 or 49.3 percent replied "no" and two questionnaires were left blank. Thirteen of the parents in the survey replied "yes" and 18 replied "no". In effect, 41.9 percent of the parents indicated an awareness of the comprehensive project.

In the third item, respondents were asked to indicate the means by which they became acquainted with career education in Watertown if they had answered the second question (awareness) "yes". The responses were as follows:

Means of Becoming Acquainted	Number
a. By visiting with a teacher	10
b. Through a service club or other community group	6
c. Through newspaper or radio	19
d. By comments made by children	4
e. Other (open-ended)	10

The fourth item of the survey instrument asked "Do you feel that schools should give more emphasis to helping students form and develop interests leading to life work?" Sixty-seven respondents states "yes"; four were undecided and two did not respond to the item. In effect, 91.7 percent of the returns were favorable to emphasis by schools in helping students form and develop interests for life work.

"Do you feel students are more aware of occupations because of career education?" was the fifth question in the community survey. Seventy-eight or 57 percent of the participants replied "yes"; 13 respondents were undecided and three failed to respond to the item. No negative responses were received.

Participants were asked in the sixth question, "Do you think career education in your own school years would have helped you decide on your life's work?" Positive ("yes") responses were given by 51 (or 69.8 percent) and "no" response by four persons. Sixteen were undecided and two did not respond.

Although comments obtained in an open-ended question held value to the Career Development Project staff, the evaluators recognized that participant entries ranged from nothing to extensive statements which were omitted from this report.

Awareness of career education appeared evident in a respectable number of the community responses according to the judgment of the evaluation team; however, more extensive efforts to reach the public

also appeared possible according to the survey results. The evaluators were surprised that the number of persons reporting awareness was not greater. They (evaluators) speculated as to reasons but were not able to make specific identification. The lack of awareness demonstrated by parents was also disappointing. It appeared that newspapers and radio were the most common source of information yet all methods were somewhat helpful.

Overwhelming majorities of the respondents appeared to endorse career education with their replies to questions four, five, and six. Participants indicated a believe that career assistance should be emphasized by the schools, that career education helps students become more aware of occupations and that career education would have helped them (respondents) in making decisions about life work.

Overall, the community survey appeared to support career education in the schools but also demonstrated a need for more public awareness. Expanded parent-school and school-community communications appeared to be needed for the Career Development Project in Watertown.

Closing Comments

Through experiences within the Watertown schools and community by the evaluation team, certain general conclusions were obtained relating to the Career Development Project as follows:

1. Beneficial activities and services for students and staff of the Watertown public schools in particular were provided by the project which were not entirely delineated within the evaluation process as applied and reported herein. Lack of baseline data at the inception of the project was a factor that limited internal comparisons. Longitudinal effects were not within the purvue of the report.

2. In accord with the resources available such as time, space, and personnel, the project appeared to be well managed and conducted throughout the three-year life.

3. If the project had been planned and viewed as an integral part of the school system rather than an appendage, greater evidence of positive support and significant effects might have been demonstrated. Favorable findings for purposes of the evaluation tended to occur among fourth grade students, elementary teachers, school counselors, counselor participants in the career education workshop, and general community. Findings relating to ninth grade and senior students as well as secondary school teachers were considered "luke warm" for the project by the evaluation team. Distortions due to size of school enrollment may have affected the comparisons between Watertown and the smaller school district. As a consequence, the results were not considered alarming yet were not a basis for positive project support. For the project's goals to have been more effectively reached in a sense of students, the im-

pact on administrators and secondary school teachers should have been correspondingly greater than findings indicated.

In general, the evaluation team was convinced that the Career Development Project had been successful in most efforts and at most levels within the scope of the project intent.

* * * * * * * * *

Note on Appendices

The following instruments, referred to in the body of the evaluation, were used by the evaluators and formed the appendices of the full report submitted by the evaluation team. Copies are available from Career Education, 435 Tenth Avenue Northwest, Watertown, South Dakota 57201.

Appendix I, Form A.

Secondary School Teacher Career Education Opinionnaire

Appendix II, Form B.

Elementary School Teacher Questionnaire-Opinionnaire on Career Education

Appendix III, Form C.

Career Education Survey (Elementary School)

Appendix IV, Form D.

Ninth Grade Student Career Education Survey Questionnaire

Appendix V, Form E.

Senior Career Education Opinionnaire

Appendix VI, Form G.

Career Education Letter Survey Instrument Utilized for Summer Workshop Participants

Appendix VII, Form J.

Career Education Survey Instrument Utilized with Watertown School Counselors

Appendix VIII, Form M.

Letter and Survey Instrument Utilized in Sampling Opinions of Watertown Community Relating to Career Education

Career Education Assessment

To help assess the statewide impact of the Career Development Project, administrators of all public schools in the state were asked the Career Education Assessment (pages 73 - 75). Responses were received from slightly more than half of the schools, including the following:

Aberdeen, Director of Vocational & Adult Education; Alcester, Superintendent; Andes Central, Lake Andes, Counselor; Artesian, Superintendent; Baltic, Principal; Black Hills Area Vo-Tech., Rapid City, Counselor; Bon Homme Dist. 96, Springfield-Tyndall-Tabor, Superintendent; Bowdle, Superintendent; Bradley, Secondary Principal; Britton, Secondary Principal; Brookings, Ass't Superintendent; BULAME, Lead-Deadwood, BULAME Coordinator.

Carthage, Superintendent; Castlewood, Superintendent; Chester, Superintendent; Conde, Superintendent; Corsica, Counselor; Cresbard, Superintendent; Custer, Counselor; Dell Rapids, Superintendent; Deubrook, Superintendent; Douglas — E. Charles Mix, Wagner, Counselor; Edgemont, Administrators; Egan, Counselor; Elkton, Superintendent; Ethan, Superintendent; Eureka, Counselor.

Faulkton, Superintendent; Freeman, Counselor; Gary, Superintendent; Geddes, Superintendent; Gettysburg, Superintendent; Grant-Deuel, Secondary Principal; Hanson, Counselor; Harrold, Superintendent; Hill City, Superintendent; Hitchcock, Superintendent, Hosmer, Counselor; Hot Springs, Career Ed. Coordinator; Hudson, Superintendent; Huron, Curriculum Coordinator.

Irene, Superintendent; Iroquois, Superintendent; Isabel, Superintendent; Lake Central, Superintendent; Lennox, Superintendent; Leola, Counselor; Letcher, Superintendent; McLaughlin, Superintendent; Menno, Superintendent; Midland, Secondary Principal; Milbank, Counselor; Montrose, Secondary Principal; Mobridge, Superintendent; Murdo, Superintendent.

North Brown No. 400, Superintendent; Northwestern Ind. No. 63, Superintendent; Oldham, Superintendent; Parker, Superintendent; Parkston, Superintendent; Pierre, Superintendent; Plankinton, Superintendent; Polo, Superintendent; Ramona, Superintendent; Redfield, Superintendent; Roscoe, Superintendent; Salem, Counselor; Scotland, Superintendent; Sioux Falls, Federal Programs Coordinator; Sisseton, Secondary Principal; Smee Ind., Wakpala, Superintendent; South Shore, Superintendent; Sully Buttes, Ind., Superintendent; Summit, Superintendent.

Timber Lake, Counselor; Todd County, Secondary Principal; Tri-County Dist. 151, Superintendent; Tripp, Superintendent; Veblen, Superintendent; Vermillion; Wakonda, Secondary Principal; Wall, Superintendent; Waubay, Superintendent; West Central, Superintendent; West River No. 18, Faith, Superintendent; White Lake, Counselor and Elementary Principal; White River Superintendent; Wood, Superintendent; Woonsocket, Superintendent; Yankton, Vocational Coordinator.

CAREER EDUCATION ASSESSMENT
Career Development Project
435 10th Avenue N.W.
Watertown, S. Dak.

Name of school_____

Name and title of person completing this report_____

_____

1. Are you aware of the present emphasis on career education by the U. S. Office of Education?

   96.65% Yes
   3.35% No (92 responses)

2. Are you familiar with the federally-funded pilot career education program at Watertown -- the Career Development Project?

   90.21% Yes
   9.79% no (92 responses)

3. The following is a general definition of career education. There are many variations of this definition, but all emphasize the ethics of work:

   "Career education is preparation for all meaningful and productive activity, at work or at leisure, paid or volunteer, as employee or employer, in private business, in the public sector, or in the family."

   Do you agree with this philosophy? (92 responses)

   95.65% Yes
   4.35% No

4. Do you view career education most nearly as:

   22.82% vocational education
   10.87% skill training
   20.66% skill exploration
   30.43% all education
   3.26% a counseling session
   2.17% a separate class
   43.43% a process involving all curriculum

   (Averaged from all responses. Some listed more than one category.)

5. Over the past two years this project has sent several pieces of information -- including two annual reports -- to your school district. Have these materials been read by you or by anyone in your school system?

   96.51% Yes (87 responses)
   3.49% No

6. Has this information been helpful in planning or implementing career

education in your school?

53.49% Yes
46.41% No (72 responses)

If so, how? (See attached sheets)

7. Other comments about information received through this program.
(See attached sheets)

8. Do you favor any changes in the traditional academic curriculum and programs?

93.90% Yes
6.10% No (82 responses)

9. If so, what kinds of change would you like to see?
(See attached sheets)

10. How do you feel the career education concept can benefit your education program?
(See attached sheets)

11. What career education practices are currently in use in your school?
(See attached sheets)

12. Where do you look for innovations and leadership in education?

65.20% within own system
71.73% Department of Public Instruction
13.04% SDEA (Averaged from all responses)
7.60% NEA
23.91% U. S. Office of Education
51.08% federal programs
30.43% other (specify)

13. What kinds of career education assistance would you find most useful?

50.00% printed materials — guides, lessons, etc.
55.43% outlines and materials for beginning a career education program
57.60% workshops
28.23% visits by project personnel (Averaged from all responses)
44.56% visits to this project
8.69% other (specify)

14. In what area would you find career education assistance most valuable?

39.13% elementary curriculum
57.60% secondary curriculum (Averaged from all responses)
31.73% counseling and guidance

5.43% other (specify)

15. When do you feel students in your system begin making career choices? Approximate percent:

2.81% elementary

6.21% junior high

8.74% 10th grade (Averaged from all responses)

11.20% 11th grade

19.75% 12th grade

16. What approximate percent of your graduating seniors go directly into the following areas?

35.73% college

19.62% vocational or technical training

23.19% work force (Averaged from all responses)

6.83% military

3.26% self employment

6.45% marriage

17. Do you feel that an integrated K-12 approach to career education in your schools would appreciably alter the above choices?

71.43% Yes (77 responses)

28.57% No

18. The first multi-district high school, the Career Center, is in its second year of operation at Watertown. Several areas are available for career exposure and skill training. The multi-district concept is being studied for implementation on a statewide basis. What are your views on this concept?

Summary of Verbal Responses

QUESTION 6: Has this information been helpful in implementing career education in your school?

Many respondents said information supplied by CDP was helpful in planning, in re-assessing current programs, in creating awareness, and in providing a resource for implementing career education.

Here are some specific comments:

"As a result of this information, we would like to integrate the concepts and techniques of career education into our total curriculum."

"We like the Multi-District concept and the curriculum approach used in Watertown."

"Have used a large part of this material as handouts to teachers in connection with inservice meetings on career education."

"It has been beneficial within our vocational and career education committee work. Presently we are developing plans toward both career education and vocational education."

"It has been used to some extent in the elementary area to start in motion the thinking about careers and a life work for the student."

"In helping students plan for their future."

"We are just getting started with a program and we need all the help we can get."

"Our big goal or change would be to implement our curriculum toward career education and not to be so heavily college oriented."

"...it has given us a few ideas."

"Individualized program revolving around more electives in high school and individualized program in K-8."

"A broader area for students to explore."

"Faculty to become more aware of making subject matter meaningful to careers."

"Try to humanize education and make things that are being done more meaningful to students."

"Math and English curriculums to meet the change."

"More cooperation from the parents and community so that the

traditional things can be changed and the attitude, 'that's not the way we did it.'"

"Greater opportunities for exploration."

"Give the students knowledge they want and can use."

"We need to enlarge our vocational program with more skills, give students programs that will enable many of them to enter our work force when they finish high school, because this will be terminal education for many of them."

"Occupational information and career education which will attempt to make all curriculum relevant to career choice."

"Structure the curriculum in the direction of a career rather than a general concept."

"More conceptual studies to relate learning to living; less memory work and more thinking, developing learning models to permit retrieving, retreading, and recycling."

QUESTION 7: Other comments about information received through this program.

"Practical" and "interesting" were typical comments. Others included:

"We would like to develop such a program; however, we do not have the student numbers."

"In addition to the materials received, we visited the facilities and derived much first-hand information and observation of programs in progress."

"Systemwide inservice meeting conducted by the Watertown project staff provided a general overview of the possibilities for career education and spurred us to action. A subsequent visit by the Watertown staff with small groups of teachers provided more specific assistance. Visits to Watertown have also been most helpful, as have printed materials sent to us by staff members. We have also been given bibliographies we have put to use."

"This program has been so helpful that we followed it up with a visitation to the Watertown project."

"It has made us aware of what career education really is."

"I believe career information has changed my ideas on priorities and will change our educational program."

"We need to help our students for other than going to college, which has been over-emphasized, as the majority do not go to college--they need help too!"

"It would seem that a definite purpose would be served in the vocational and career areas of secondary curriculum that would be difficult to offer students in small schools. Vocational/career education seems to have more relevance to today's students."

QUESTION 9: What kinds of change would you like to see in the traditional academic curriculum programs?

Administrators responding to this question emphasized the need for career education to meet the needs of more students, with emphasis on career training. Here are some specific suggested curriculum changes:

"More individualization—more correlation of academic to vocational."

"The inter-relating of the curriculum to the real world children must face. The concepts learned in school must be related to real-life application."

"I feel that we meet the needs of the top student — we need curriculum for the lower students."

"More emphasis on explaining the worth of present academic courses."

"Perhaps core classes involving several subjects and showing relationships between various courses."

QUESTION 10: How do you feel the career education concept can benefit your education program?

The thoughts that career education would relate learning to living and broaden the horizon for all students carried through in the responses to this question. Others said:

"Career education allows the student to look ahead. I feel our vocational training programs are good, but often students see no purpose in their training."

"By providing a meaningful and realistic approach to each child's needs."

"It helps enable a pupil, and parent, to select a career earlier in school life (a dream perhaps)."

"It can bring a new relevancy to education."

"It can make more meaningful to students the things that are being done in academic areas."

"Those who do not seek to further their education will have knowledge of the world of work."

"It will help (them) to appreciate the work world and its relationship to the school, family, and work life."

"Motivation and goal setting."

"I would hope there would be a greater interest in school in general."

"It should help to unify educational goals."

"By acquainting our rural agricultural students with possible job opportunities they may otherwise not investigate."

"I believe we would be able to do a better job of preparing our students for a solid future."

"In my opinion, career education should be the hub of the education wheel. Starting with increased awareness of self and expanding to and relating this self-awareness to an increased knowledge of job opportunities should make the learning of skills and concepts more meaningful to the student, should motivate him an interest in continuous self improvement."

"First of all through the awareness approach toward lifetime goals; secondly, explore these areas and then offer courses toward helping students to attain lifetime goals."

"It should help all teachers evaluate their way of teaching."

"Enhance it, provide a more viable curriculum for the student."

"The effect should become positive, as the students will become aware of career concepts prior to the second semester of senior year as is now the case."

QUESTION 11: What career education practices are currently in use in your school?

Industrial arts and other skills programs, distributive education, and agriculture and home economics were commonly mentioned here. Other answers dealt more specifically with the career education concept; some of these comments are given here:

"We expose the elementary student to career education during social studies classes."

"The usual, such as bookkeeping, office practice, shorthand, shop, welding, etc."

"DE program, broad vocational offering."

"Limited and varied with teacher; no established program."

"Career education awareness--elementary."

"Counseling only."

"Career days, vocation days, counseling."

"We have the basic curriculum for college bound students -- nothing more."

"We get career data and encourage its study."

"We send seniors, preferably, and juniors to the Multi-District center and have done so for the past two years. We feel that it improves and enriches our educational facilities and opportunities a great deal."

"None, unless we consider the exploratory activities in industrial arts, home economics, and business education."

"Each class, when possible, is made to have future application. A separate 'career ed' class is being taught to sophomores."

"Our students are introduced to various careers through our counseling program and in various classes such as home economics, vocational business, general business, and industrial arts in the high school. Some career education is incorporated into some elementary school instruction, especially in social studies."

"Some vocational education offerings in business, industrial arts, homemaking, distributive education. Some teachers at the elementary level have arranged visits to local business and industry. Some teachers have had visits made by business, professional, and working people in the community.'

"Very few, as we have been spending so much time developing a non-graded, modular scheduled elementary program. But, once we have many of the 'kinks' out of this program, we plan to incorporate much of career education into it."

"Many teachers, I feel, use career education but not in any organized sense or to any great extent."

"Study of occupations in elementary and secondary schools. Visitations to community enterprises."

"English course on world of work; teachers in elementary add some emphasis on work (minimal); speech and English students research college and vo-tech schedules; guidance materials on display about world of work."

"Personal finance, shop program, secretarial training."

"Our junior high school has a career day when local people explain their occupations."

"The 15 career clusters are being used by many teachers to show the relationship of their course to many different types of careers."

"Some elementary efforts; study committee pursuing K-12 concept."

"Mostly exploration from grade 7 and up. Community relationships stressed in lower grades."

"Field trips and community visitations."

"Too numerous to list! Include use of DUSO Kit in kindergarten, incorporation of industrial arts activities at Hutterite Colonies (great success), great expansion of community involvement at all levels, 300 plus 9th grade interviewing workers in the community about their jobs."

"Sisseton High School's program meets the three goals of career education:

1) preparing for the world of work, with such courses as vocational office practice, vocational auto mechanics, vocational metal shop, vocational chefs training.

2) preparing for entry into vocational-technical training. ..Math skills mechanical drawing, power mechanics, metals, wood shop, bookkeeping, shorthand, etc.

3) preparing for entry into regular college courses via a strong academic program including college preparatory courses."

QUESTION 18: The first multi-district high school, the Career Center, is in its second year of operation at Watertown. Several areas are available for career exposure and skill training. The multi-district concept is being studied for implementation on a statewide basis. What are your views on this concept?

The multi-district concept was enthusiastically acclaimed by a majority of the respondents to this question as a sound educational concept for South Dakota. Reservations voiced were mostly concerned with transportation and finances. Other comments are outlined here:

"It would appear to me that should this concept take hold in South Dakota, the larger towns and schools will reap the benefits. the smaller schools will have transportation costs. Teachers will live in the town that has the school. The idea is good but prejudices between towns will have to be eliminated."

"I feel it is important in a multi-district high school to have an extremely large student population to draw from. In this fashion the program can be made more comprehensive. I feel there are some small high schools that figure if they can obtain

the support of one or more surrounding small high schools, they can have a meaningful career education program. I feel this is impossible."

"Very practical for groups of small schools within reasonable commuting distances of the center. I feel that can be too far from the center and too much of the day could be spent commuting. It definitely expands the curriculum of the small school. Larger cities should build their own vocational high schools and track their students. Carry over credit should be arranged with area vocational schools."

"We are very interested; we feel that the multi-district concept would be invaluable for the students (where local curriculum is limited). We hope this will be possible in the near future."

"Frankly this will be the only way that a state like South Dakota, with its small population and limited financial resources, will be able to provide skill training at the secondary level. We must implement this idea on a statewide basis."

"This idea should have been implemented years ago. It seems the best direction the state could take at present."

"This would greatly increase the productivity of our high school program. I mark this as one of our needs that should be given the highest priority. We do quite well with the top 40-60% of our students who are 'successes' here, but those students who are turned off--aren't achieving--we're doing them more harm than good here."

"I think it is a good deal. Many people are left floundering in our curriculums."

"Outstanding--I hope we can get such a center in this part of the state."

"I highly endorse the concept because of the inadequacy of individual districts (especially small districts) to implement these programs."

"I am in favor of the concept at present time; however, I feel there are some areas that need adjustment, (transportation, school identification)."

"This seems to be reorganization through the back door."

"I think this concept is a very good one. So long as our school districts remain small in size it is the only direction that we can go to provide adequate career exposure and skill training to the students."

"Appears to be an economical approach; however, I question the

effectiveness in sparsely populated areas."

"If a 'good' program, a 'worthwhile' program is to succeed it will need numbers. The multi-district concept, as I see it, is coming and is the direction to proceed."

"Very important--keep it going. It will take continuous effort over an extended period of time."

"I foresee real value in this new concept but communities will have to work together--location of the school will be a real problem."

"I feel that it is an excellent approach, possibly the only, to meet the needs of our state's children in smaller school districts. I do not like the bussing aspect, and would suggest an alternate of bringing the instructor and equipment to the local school district if courses could be set up into semester or quarter courses in increased time blocks of 2-3 periods."

"It is the only apparent sensible way for a multitude of students to get maximum exposure without the expensive repetition of facilities, personnel, materials and supplies."

"Should be a step in the right direction. Hope it catches fire and develops to serve more of our young people who need help."

State Board of Education Comments

"From my vantage point, I believe that (career education) is more of a concept than an actuality. . . most people that I come in contact with feel that career education and vocational education are one and the same.

"I can only assume that many schools are interested in this concept and that industry is looking forward to the day when career education is commonplace."

Ben A. Anderson, President
State Board of Education

".....I would assess the need (for career education) as acute — a need easily established when statistics are examined. . .the interest and effectiveness of career and vocational education is apparent when the decrease in the dropout rate is examined. . . students enrolled in a vocational program seem to improve in the related academic subjects.

"The Watertown Career Development Project is the recipient of many laudatory comments."

Judith R. Olson, Member
State Board of Education

". . .career education seems to be awakening in public education in the state. . .I base this observation on the number of projects submitted for consideration to the ESEA Title III Advisory Committee during the past year. A number of them were, in some form or other, aimed at getting occupational information to the youngsters during their elementary school years. I am concerned that we will continue to foster a division between the college bound and the non-college bound . . . . the greatest need I see at the present time is for counselors to work with kids as kids —— help them realize their potential, and not just find a college that will take them."

Darlene Gage, Member
State Board of Education

Other Observations

"The Career Development Project has given models to be considered in South Dakota elementary and secondary education; schools have a place to look for guidance. Your reports have helped change the philosophical outlook of our teacher education program."

Bradley R. Lear, Chairman
Education Department
Sioux Falls College
Sioux Falls, South Dakota

". . .most school districts in this state lack the resources and personnel to designate specialized personnel to coordinate career education efforts in their district. Thus, I see the role and function of the school counselor altered so that he would serve as a catalyst-facilitator for career education within his district. . ."

Richard D. Parker, Administrator
Human Resource Development Division
Office of Guidance and Counseling
Department of Public Instruction
Pierre, South Dakota

"If a youngster is to make a realistic and rewarding career selection sometime during his school career, certain experiences must be provided . . . assist . . . in understanding and accepting himself, in understanding the thought process in career selection, in developing attitudes and habits conducive to successful employment, acquaint. . . with the more common careers available to him and the skills and knowledge necessary to succeed in those careers."

Ed Wood, Director
Vocational-Technical Education
Southeast Area Vocational-Technical School
Sioux Falls, South Dakota

"The two most significant additions to our school program are the implementation of the multi-district concept and the impact of the occupational information center in the high school. . . the (occupational information) center has provided information and guidance to students in all possible areas of endeavor. This has greatly increased the value of our school guidance function. The overall impact of the Career Development Project has definitely been worthwhile and will be continued in our school."

Ernest T. Edwards, Principal
Watertown High School

"The image of the Watertown schools has been enhanced in certain areas; the overall effect has made for a better total school program. . .we have spent considerable time reviewing our curriculum and how it coordinates with elementary and secondary programs. . ."

Glenn Robel, Principal
Watertown Junior High School

"The project has enhanced the image of the Watertown schools in the community by removing the distance between the classroom and the world of work. Children are becoming aware that work is realistic. . .they are beginning to relate things they learn in school to future possibilities in the world of work."

Lillie Frantz, Ass't Principal
Lincoln Elementary School

"I feel that our direction has been established due to the work of the project. Our teachers now successfully integrate career ideas into curriculum areas, as well as develop new units for career development."

J. Douglas Myers, Principal
Mellette Elementary School

"Regardless of the type of training a student pursues. . .career education must be an integral part of the education program in all phases of instruction. Students who are informed about their future are more apt to be successful in their career occupational choice."

Leonard H. Timmerman, Director
Industrial & Technical Division
Lake Area Vocational-Technical School

". . .(the project) has definitely assisted the Watertown school system to create the image of being anxious about every child's involvement in the community and (we hope) the community in the child."

Leigh Anne Luken, Principal
Garfield Elementary School

"The two greatest concepts resulting from the project are 'self worth' and the dignity of work.'"

Francis McCarthy, Principal
McKinley Elementary School

Staff Commentaries

Following are observations and comments on the project by Career Development Project staff members.

"We have begun to make various segments of our community aware that we are attempting to serve not only the college bound student but the student who may have plans that include no training or a short duration of training.

"We have probably done more to interest the community than the school staff. I have been pleasantly surprised by the interest created in our region and throughout the state. I think we have had a greater leadership role outside of our own school district than within."

Clayton D. Carlson, Coordinator
Career Development Project

". . . the project has successfully removed many of the barriers between the schools and the rest of the community. For the region, the greatest impact has come through the development of the Multi-District Career Center. Interest in the Multi-District program from throughout the state has been accompanied by a healthy interest in the K-12 project.

"If there are to be changes made in the direction of a school program, there must be an administrative commitment to those changes and specific performance guidelines must be handed down. I do not think that we can expect changes in the direction of a school's program to evolve from that school's faculty."

David F. Marquardt
Secondary Curriculum Specialist
Career Development Project

"The career education awareness generated by the project is being translated into action through concern for a more life-relevant curriculum in the public schools of the state, with the Career Development Project as the pivot.

"School-community communication has improved, and possibly an all-time high has been reached in community interest in the school program. Statewide interest and involvement is much greater than originally expected."

William R. Anderson
Information Specialist
Career Development Project

"I hope that to some extent we have been able to demonstrate to teachers that career education is a shift of emphasis within every subject. . . and that this shift is taking hold in the curriculum and in teachers' minds. I did not realize the depth of emphasis that could successfully be placed in vocational beginning competencies which really enrich the academic teaching and make it more understandable and purposeful."

Helen K. Dickson
Elementary Curriculum Specialist
Career Development Project

Comments on the Career Development Project from Educators Outside of South Dakota:

"From your annual reports I have been able to methodically set up a model. . . I have used your materials also to set up a career guidance program in my junior high school. Your annual reports confirm the fact that career education cannot be sold as a perfect workable packet. There are many problems that are met locally and each community must be able to cope with and re-adjust thinking and programming. Your reports have shown that your school system has encountered these problems and has adjusted to them."

Michael Blastos
Breed Junior High School
Lynn, Massachussetts

"We are using (your materials) with the preparation for a career program in our middle school. So far very helpful to us. . ."

Robert E. Brown
Director of Guidance
Benton Central Junior-Senior High
Oxford, Indiana

"As a career resource center we make available(for review) model materials, curriculum materials, etc. to Indiana educators who are beginning to develop and plan their own career education programs."

Kim Powers
Indiana Resource Center
South Bend, Indiana

"Ideas taken from your materials have been used in our inservice workshops."

James Dasher
State Department of Education
Little Rock, Arkansas

"(Your materials) give us more confidence as to the success of our program in our middle school, and the programs for the elementary school. I am thankful that you have taken time to develop, write, and furnish

the information on your program, material outlines, and probable courses of action adaptable to many situations in Indiana."

Dale Sutherlin, Vocational Director
North Gidson School Corporation
Princeton, Indiana

"We are planning a career education experiment next year. Your information has been helpful."

L. Bernard Lund
Flathead High School
Kalispell, Montana

"Your materials are well-developed and will . . . be of invaluable assistance to us."

Virginia Berry
Cherry Creek High School
Englewood, Colorado

"The information. . . was helpful in the overall preparation of our career education booklet."

John Grantier
Lynnwood High School
Lynnwood, Washington

"Information from your project has helped provide us with thought on curriculum. . .we believe in your type of program and would like to implement a similar program in our district."

C. R. (Dick) Kysar
Maplewood-Richmond Heights School District
Maplewood, Missouri

"(Your materials) are being reviewed for our program."

Dominic Arminio
Morris Street School
Danbury, Connecticut

"The material from Watertown has helped me more than any other I have received."

Dalton Anthony
Project Director
New Albany, Massachusetts

". . .this material was used to set the stage for our career education project."

Gerald Johnson, Director
Project FUTURE
Bremerton, Washington

"Gathered ideas for local program in career education (from your materials)."

Wm. W. Studyvin
Shawnee Mission, Kansas

"I have used the information in my classes and also in developing career education materials for a school district. . .it seems to be as usable as any in this area I have seen."

Ray Eiben
Illinois State University
Normal, Illinois

"I have used the materials in several methods courses. I will also use the materials in a summer workshop in career education."

Robert E. Nelson
Illinois State University
Normal, Illinois

"We have used many of your ideas for bulletin board and poster displays and for motivational purposes. Your project brochures, pamphlets, and reports are most helpful to us in curriculum development."

Doyle K. Burke
Newport Public Schools
Newport, Arkansas

"(your materials) have been helpful in inservicing our personnel and in the planning of our career education program. . .you are to be commended on the work you are doing for our young people in career education and in your willingness to share your ideas. . ."

Robert W. Fuller
Clovis Unified School District
Clovis, California

"It has given us a starting point on our plan for career education."

John Browning
Fowler High School
Fowler, California

"Your Panorama is one of the best communication pieces that we have seen, and I am sure it will be used by many people in their attempt

to communicate the career education programs that will be taking hold in the very near future."

Douglas Waggott
Calhoun Intermediate School District
Marshall, Michigan

"Your information has provided many interesting ideas for us to try and apply to our program."

Joseph L. English
Project Director
Milford, Delaware

"(Use information in) research related to the development of the New Jersey career education program."

Mrs. P. R. Walsh
N. J. Department of Education
Trenton, New Jersey

"Your interim reports are being used by the Oakland Unified School District in developing a program."

K. G. Densley
State Department of Education
Sacramento, California

"These materials have been useful in a graduate class on implementation of career education. Students refer to various materials which have been developed in becoming oriented to the area of career education and projects under way or completed."

Margaret H. Johnson
University of Nebraska
Lincoln, Nebraska

"(provided) ideas for proposal writing, information dissemination, and brochures."

Ken Box
Career Education Coordinator
Beaverton, Oregon

"Eight consultants have read, and probably six involved teachers have studied thoroughly, and probably 20 more have been exposed to your career education materials."

Ruth Catalano
Media Consultant, WACOP
Glendale, California

F. CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

The increasing interest in career education seems to closely parallel a decline in the interst and enthusiasm many young people have toward traditional academic education. Evidence of this decline appears in decreased college enrollments, increased enrollments in vocational-technical schools, and increased enrollments in exploratory programs at the secondary level. Students are apparently choosing a more direct entry into the job market.

Specific effects of the Career Development Project, as outlined by Superintendent Robert Cockle, include the following:

- The establishment of a multi-district secondary vocational-technical program involving Watertown and nine surrounding school districts, offering classes to more than 500 students each school year.
- Establishment of occupational counseling as an integral part of the regular counseling services of the junior and senior high schools.
- Establishment of a coordinated system of community and industry field trips for the elementary schools and the use of proper methods of instruction in conducting them.
- Provided junior high school students and parents the needed background for registration in high school in order to meet their individual needs and talents.
- Provided a basis for teachers in elementary schools to develop a close relationship between academic learning and its relationship to the world of work.
- Presented a challenge to teachers and administrators in the schools to prepare each graduate for further education, or for employment upon termination of his or her school career.
- Established a respectable and enthusiastic response from the community to the program of career education.

A. P. Sonstegard, curriculum coordinator for the Watertown Public Schools, feels that the image of the Watertown schools system, as a result of the Career Development Project, has been enhanced in the community in a very positive sense. He cites the following evidence:

- The creation and development of the Multi-District Career Center and its continued growth in student population and course offerings.
- More doors have been opened by business and professional people to make on-the-job experiences available to students, and for field trip experiences for elementary children. Service clubs and the news media have become responsive messengers to the promotion of the career concept.

- Patrons have come to extend their pride in the school system because they realize that there is now a more comprehensive learning experience available to their children. And students are now saying, "This makes sense to us."

Mr. Sonstegard feels that a feeling of direction in career education has been established in the school system, particularly at the elementary and senior high school levels. The administration has accepted the responsibility for providing exploratory experiences for emerging adolescents.

The overall effect of the project in the Watertown school system, according to Mr. Sonstegard, has been to direct goals in the following ways:

- By recognizing that career development is human development.
- By leading to the recognition that career experiences offer opportunities in schooling to test who we are in relationship to other people and to the world around us. Work, in this frame of reference, means integration of self and society, and includes endeavors that offer desirable rewards.
- By directing the schools to action in valuing the talents, feelings, and thinking processes of humans.
- By leading to the realization that career education links school subject content to people at work and humanizes the educational process -- and serves as feedback to teachers as to the relevance of course content and the needs of students.

The implications for career education beyond the local community, according to Mr. Sonstegard, are an impact upon the colleges and universities. They are now aware that there is a new dimension which must be added to their future programs.

Russell White, Assistant Superintendent for Instruction, feels that the unfolding of the career education program in the Watertown schools has caused the community to be more aware of its school system and to be more appreciative of its objectives. Most of the teachers in the majority of subject areas have willingly incorporated career education approaches and materials into appropriate situations; many teachers are experiencing better success because of the increased student interest.

The project has improved the educational environment in the classrooms and has resulted in changes in curriculum development. Other effects of the project outlined by Mr. White include:

- Materials and activities developed are more relevant.
- More "hands on" and more participatory activities have made students more enthusiastic about learning.

- More teachers are bringing more of the community into the classroom, and taking more of the classroom into the community.

Dr.O. A. Schmieding, supervisor of counselor education at South Dakota State University, points out that many school districts and individuals in prominent positions in education in South Dakota have been exposed to the Career Development Project and to opportunities for integrating career information into the educational process. One of the prime objectives in the counselor training program at South Dakota State University is to acquaint people with the career education concept. A specific form of action is then pursued to help counselors to incorporate the career education model into their plans. Several courses in the counselor training program are designed or have been altered to incorporate the career education concept into the course content. Dr. Schmieding's department has cooperated with the project since its inception.

Dr. Lincoln Henry, chairman of the Division of Education and Psychology at Black Hills State College, feels that many other problems in education can be reached through career education and that a massive career education effort needs to be made in South Dakota.

Dr. Robert H. Martin, director of the South Dakota Industrial Development and Expansion Agency, points out that the Career Development Project is designed to correct the problem of students making the wrong choice in education, training, or employment because of lack of information and guidance.

Career education has become the "in" phrase to describe the approach to redirect our schools to meet the changing attitudes of students and the needs of society. The career education doctrine is producing agreement that traditional approaches in education are not meeting the needs of the students. Agreement upon alternatives to what has been done in the past are lacking.

Quick, simple solutions to the problems broached by career education — such as those of redirecting the emphasis of our educational institutions — do not exist. It is not enough to substitute vocational education, occupational information, or career guidance offices for the efforts this project has made. Career education must concentrate on the fundamental purpose of education — that of preparing students for life. To that end it must be more involved in the development of the decision-making capabilities and processes of the students. It must refine methods to help classroom teachers re-examine their roles and the responsibilities they will have to assume above and beyond the mastery of their subject matter. Administrators, counselors, and teachers need to recognize the potential of career education and guard and foster its development.